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ABSTRACT

An instructor's manual and student activity guide on housing and home furnishings are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elments: title of activity, duration of activity (eight to eleven periods), activity goals, ten instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication [e.g., check sheets, color quiz, diagrams on furniture arrangement]). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify monochromatic color harmony, arrange living room furniture on a scale drawing). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for an interior designer concludes the document. (JH)

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ED169326

HOME ECONOMICS – HOUSING AND HOME FURNISHINGS

Kit No. 37

INSTRUCTOR'S MANUAL

Prepared by

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In Cooperation With

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TITLE OF ACTIVITY

Kit No. 37, Home Economics – Housing and Home Furnishings

DURATION

Main Activity – 6 to 8 periods
Follow-up Activity – 2 to 3 periods

GOALS

The student will become familiar with the use of color in the home by: (1) making a color wheel, (2) learning three of the most commonly used types of color harmony, and (3) coordinating upholstery and drapery fabric with carpet samples and paint chips.

The student will work with furniture arrangements by becoming familiar with basic rules for arranging and by working with scale models.

INSTRUCTIONAL OBJECTIVES

The student will learn the primary colors and put them on the color chart.

The student will learn the secondary colors, how they are made from primary colors, and how to put them on the color chart.

The student will learn the intermediate colors, how they are made from primary colors, and how to put them on the color chart.

The student will form tints for the color chart.

The student will form shades for the color chart.

Using the color chart, the student will identify monochromatic color harmony.

Using the color chart, the student will identify analogous color harmony.

Using the color chart, the student will identify complementary color harmony.

Given basic facts of arrangement of furniture, the student will arrange bedroom furniture on a scale drawing.

Given basic facts of arrangement of furniture, the student will arrange living room furniture on a scale drawing.

VOCATIONAL CLUSTERS

Home Economics
Distributive Education

ACTIVITY IMPLEMENTATION

A. Activity Description

The student will learn how to use three types of color harmony. To do this, the student will learn how colors are made and construct his/her color chart. The student will arrange furniture model cut-outs on a grid that is of the same scale.

Needless to say, in a prevocation education class these two subjects cannot be covered in depth. The intent of this unit is to create interest and provide an opportunity for the student to become familiar with housing and home furnishings.

The activities are explained in the student booklet. There is an introduction for each objective. These may be read and discussed before starting the step-by-step instructions.

B. Safety

None required.

C. Materials

Preparing primary colors:

1. Sheet of heavy drawing paper with circles drawn on it for student to fill in.
2. Extra white paper -- for experimenting
3. Newspaper -- to cover tables
4. Brushes -- one for each student
5. Paper towels
6. Jar or paper cups -- for washing brushes
7. Spirit masters (see Masters for Duplication)
8. Popsicle sticks for stirring paint
9. Tempera paint -- blue, red, yellow

Preparing secondary colors:

All supplies and equipment needed for primary colors; in addition:

Scissors
Glue
Medicine dropper

Preparing intermediate colors:

Same as above.

Preparing color value: Tints

All equipment above. In addition:

White tempera
Toothpicks
Spirit masters

Preparing color value: Shades

All equipment above. In addition:
Black tempera

Color Harmony – Monochromatic and Analogous

1. Fabric
2. Carpet
3. Paint kit
4. Spirit masters
5. Crayons

Color Harmony – Complementary

1. Spirit masters
2. Old magazines

Furniture Arrangements

1. Spirit masters
2. Scissors
3. Glue

D. Preparation Prior to Class

Study introduction in student manual.
Run off spirit masters.
Cover tables with newspapers.
Put paint, water, and other materials on tables.

E. During Class Session

Read introduction to objective.
Give out check sheets when needed.
Give out other duplicated material when needed.
Give assistance to students having problems.

F. Follow-up Activities

Have students fill out VIEW Fact Sheet.
Assign students to interview the following:
Interior decorator
Furniture salesperson
Salesperson in fabric department in a store.
Person who makes draperies
Make a notebook of pictures illustrating types of color harmony.
Arrange furniture in additional rooms.
Field trip to furniture store.
From mail-order catalogs, compute cost of rooms planned.

ANSWER KEY

Check Point – Instructional Objective I

2. a. yellow
   b. blue
   c. red

3. primary colors

Check Point – Instructional Objective II

2. secondary colors
3. yes
4. a. green
   b. purple or violet
   c. orange

Check Point – Instructional Objective III

2. intermediate color

3. a. red - purple
   b. blue - purple
   c. red - orange
   d. yellow - orange
   e. yellow - green
   f. blue - green

Check Point – Instructional Objective IV

2. tint
3. by adding white

Check Point – Instructional Objective V

2. shade
3. add black
4. yes

Check Point VI

1. monochromatic
3. a. light yellow (tint)
   b. dark yellow (shade)
   c. yellow - grey

4. Fabric – D & K
   Carpet – B or F
   Paint – B or D

Check Point VII

1. analogous
3. Fabric C, J, L
   Carpet B, F, or D
   Paint B, D

Fun With Color Puzzle – Color Is Interesting

Check Point VIII

2. Fabric M, N, O
   Carpet B or D
   Paint B or D

3. a. green holly tree with red berries
   b. red dogwood leaves – orange maple leaves in the fall
   c. blue sky – green grass

Check Point IX

3. a. on a bedside table
   b. by chair
   c. on desk

MASTERS FOR DUPLICATION

VIEW Fact Sheet
Check Sheets for Checkpoint:
Inst. Objectives I through X
Fun With Color
Diagrams 1, 7 - 12
Grid sheet

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

CHECKPOINT – INSTRUCTIONAL OBJECTIVE I

CHECK SHEET

1. You have painted three circles on your sheet — yellow (No. 1), blue (No. 3), and red (No. 5) Have you painted in the three circles as shown on diagram No. 2?

   yes _____
   no _____

2. What are the names of the three colors you have painted?

   a. _____
   b. _____
   c. _____

3. What do we call these three colors? _____

CHECKPOINT – INSTRUCTIONAL OBJECTIVE II

CHECK SHEET

1. Does your color chart now have six spaces filled in? Does it compare to diagram No. 3?

   yes _____
   no _____

2. What are colors called if they are made by mixing two primary colors which come next to each other on the color chart?

   _____

3. Must the two primary colors mixed to make a secondary color come next to each other on the color wheel?

   yes _____
   no _____

4. What color do you get from mixing equal amounts of the following?

   a. yellow and blue _____
   b. blue and red _____
   c. red and yellow _____

CHECKPOINT – INSTRUCTIONAL OBJECTIVE III

CHECK SHEET

1. Does your color wheel now have the twelve spaces filled? Does it compare to Diagram No. 4?

   yes ____
   no ____

2. What is the name for a color made by combining a secondary color and a primary color which comes next to it on the color wheel?

   _____

3. What intermediate color is formed by the following:

   a. _____ red and purple
   b. _____ blue and purple
   c. _____ red and orange
   d. _____ yellow and orange
   e. _____ yellow and green
   f. _____ blue and green

CHECKPOINT – INSTRUCTIONAL OBJECTIVE IV

CHECK SHEET

Tints

1. Does your color chart now look like Diagram 5?

   yes _____
   no _____

2. What is a color called that is lighter that a pure color?

   _____

3. How do you make a color lighter?

   _____

   _____

   _____

CHECKPOINT – INSTRUCTIONAL OBJECTIVE V

CHECK SHEET

SHADES

1. Does your color chart now have all the colors in diagram No. 6?

   yes _____
   no _____

2. What is a color which is darker than a true color called?

   _____

3. How do we make shades of a color?

   _____

4. Can a shade be made from any pure color?

   yes _____
   no _____

CHECKPOINT -- INSTRUCTIONAL OBJECTIVE VI

CHECK SHEET

MONOCHROMATIC COLOR SCHEME

1. What is the name for a color scheme using light, dark, and medium or gray tones of one color?

   _____

2. Plan a color harmony for one of the rooms on Diagram 7 using this type. Color this in with crayons.

3. If you base your color harmony on yellow, name the colors you would use:
   a. _____
   b. _____
   c. _____

4. Using the fabric and carpet samples, plan a room using monochromatic color harmony. (Do not use the suggestion given above.)

CHECKPOINT – INSTRUCTIONAL OBJECTIVE VII

CHECK SHEET

ANALOGOUS COLOR SCHEME

1. What is the color harmony called that is made up of colors coming next to each other on the color wheel?

   _____

2. Plan analogous color harmony for the room in Diagram 8. Color it in using crayons.

3. Plan colors for a room using analogous color harmony. Use the fabric and carpet samples.

CHECKPOINT – INSTRUCTIONAL OBJECTIVE VIII

CHECK SHEET

COMPLEMENTARY COLOR SCHEME

1. Find two pictures showing complementary color harmony in old magazines.

2. Using the carpet and fabric samples, plan a room with complementary color harmony.

3. Give three examples in nature of complementary color harmony.

   a.
   b.
   c.

CHECKPOINT – INSTRUCTIONAL OBJECTIVE IX

CHECK SHEET

BEDROOM ARRANGEMENT

1. Are the traffic lanes clear of furniture?

   yes _____
   no _____

2. Is the furniture placed together that will be used together?

   yes _____
   no _____

3. Where would you need special lights or lamps?

   a. _____
   b. _____
   c. _____

4. Are the bed and chest on the same wall?

   yes _____
   no _____

5. List the small accessories you might add to complete this room.

   _____ _____
   _____ _____
   _____ _____
   _____ _____

CHECKPOINT – INSTRUCTIONAL OBJECTIVE X

CHECK SHEET

LIVING ROOM ARRANGEMENT

1. Is room drawn on grid 20 ft. x 14 blocks in size? (6.09 m)

   yes _____
   no _____

2. Are the doors included in the plan and is the correct symbol used?

   yes _____
   no _____

3. Did you put in a large double window in the center of one (6.09 m) 20 ft. wall?

   yes _____
   no _____

4. Is the room balanced? (Large furniture should be on different walls.)

   yes _____
   no _____

5. Is furniture placed in groupings according to purpose it is to serve?

   yes _____
   no _____

6. List other accessories you would like for this room.

   _____ _____
   _____ _____
   _____ _____
   _____ _____

FUN WITH COLOR

Write the color which comes to your mind when you hear the following:

1. Snow _____
2. Coward _____
3. Summer _____
4. Christmas _____
5. Witches _____
6. Old Age _____
7. Cold _____
8. Baby _____
9. Hot _____
10. King _____
11. Crook _____
12. Danger _____
13. Weak _____
14. Stop _____
15. Lonely _____
16. Anger _____
17. Envy _____
18. Uninformed _____

Copied mostly from: Homes – Today and Tomorrow

COLOR QUIZ

1. If blue suggests a mood, place an I under numbers 6, 8, 16.
2. If most people associate blue with boy babies, write C under number 1.
3. Color is in light. If this is a true statement, place E under 11 and 13.
4. If color can be used to make objects appear closer to you, place G under 18.
5. Place an 0 under 2 and 4 if color makes the world more beautiful.
6. T goes under 10 and 15 if pink is a tint of red. If not, place the 20th letter of the alphabet.
7. Complementary color schemes are made up of unrelated colors. If this is true, place R under numbers 5 and 12.
8. Number 9 and 17 need an N if monochromatic means one color.
9. Red, yellow, and violet are primary colors. If so, place z under number 3. If not, put L.
10. 7 and 14 should have an S if secondary colors are made from mixing equal parts of one primary with another primary color.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

DIAGRAM 1

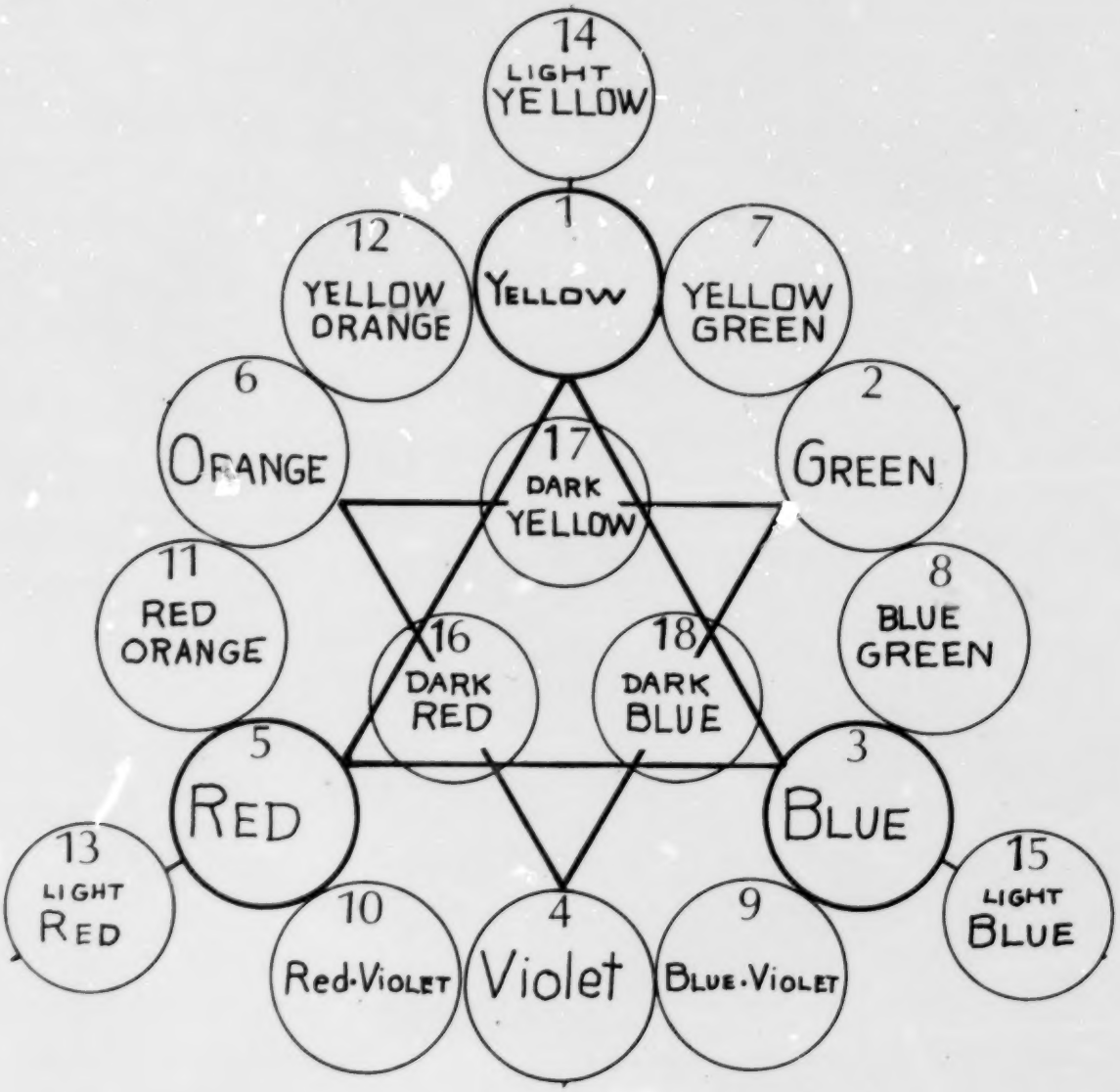
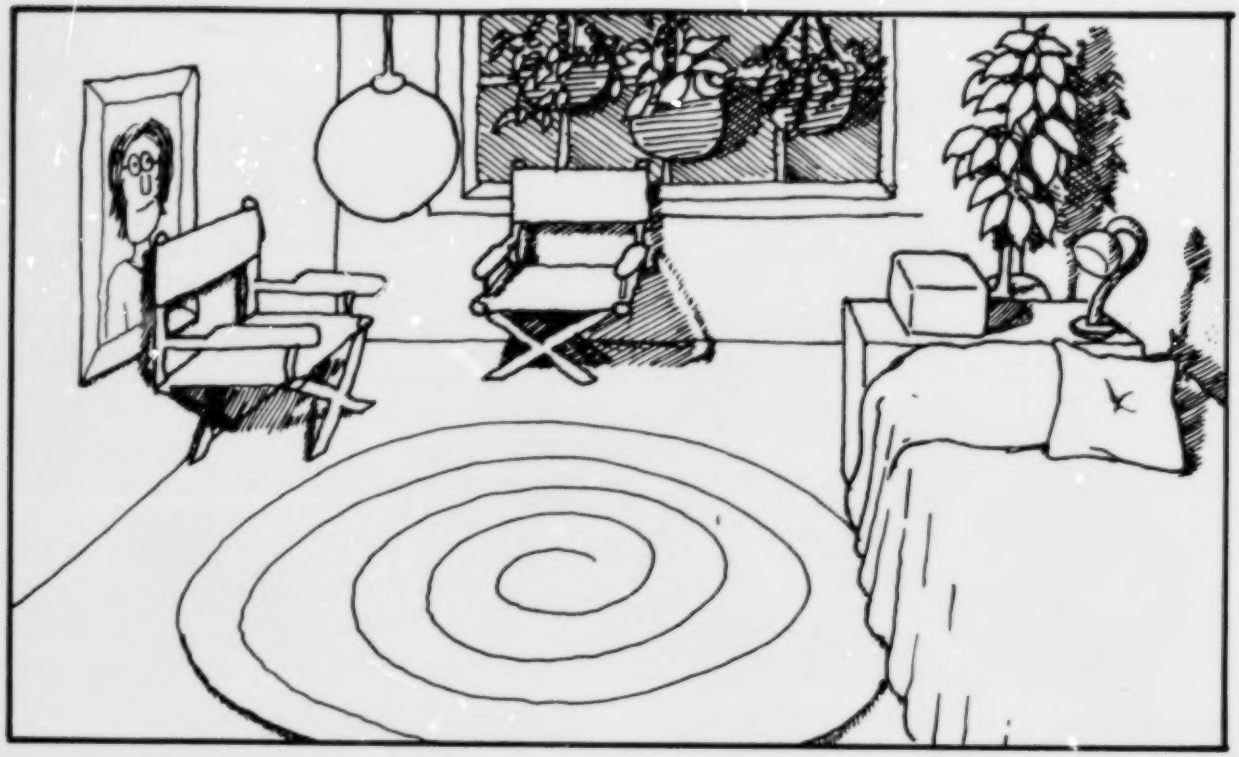


DIAGRAM OF A COLOR CHART

PATTERN



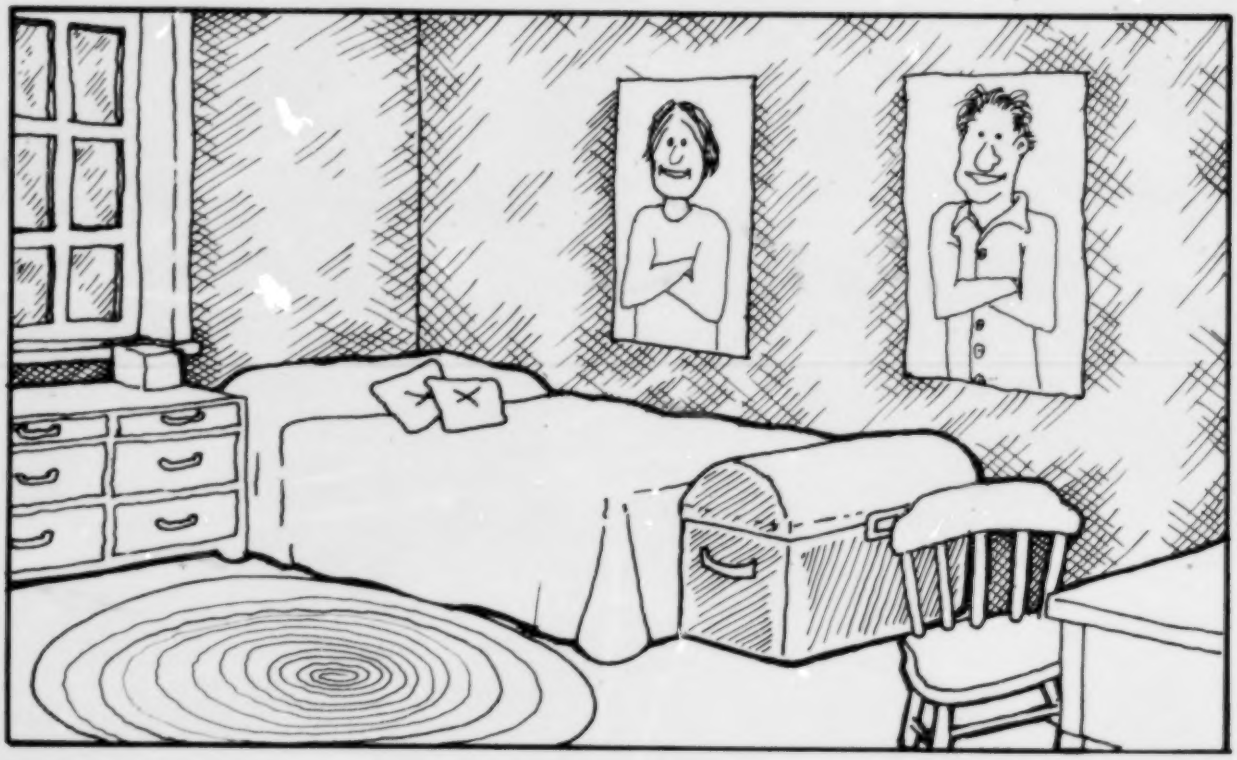


DIAGRAM 7

DIAGRAM 8

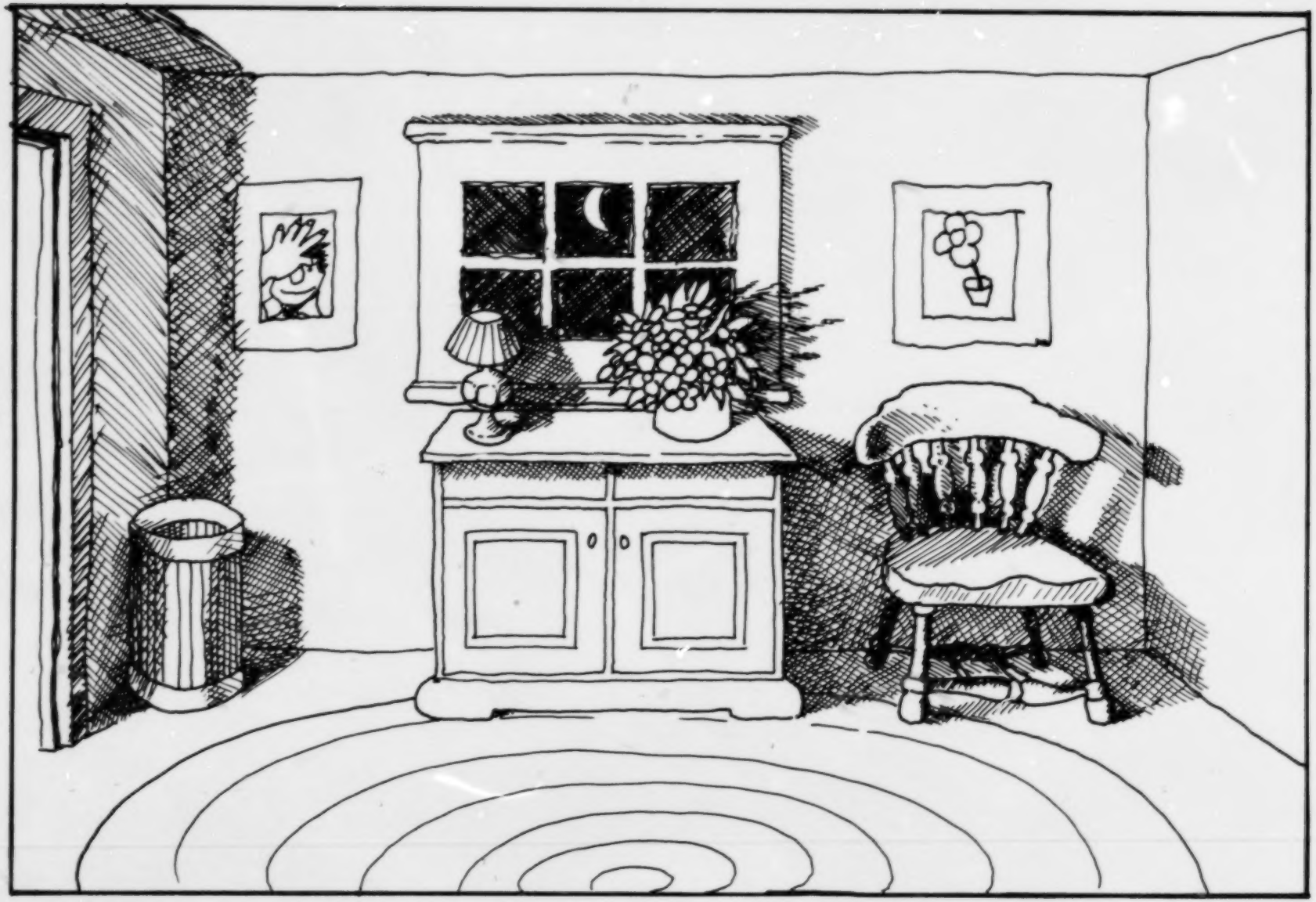


DIAGRAM 9

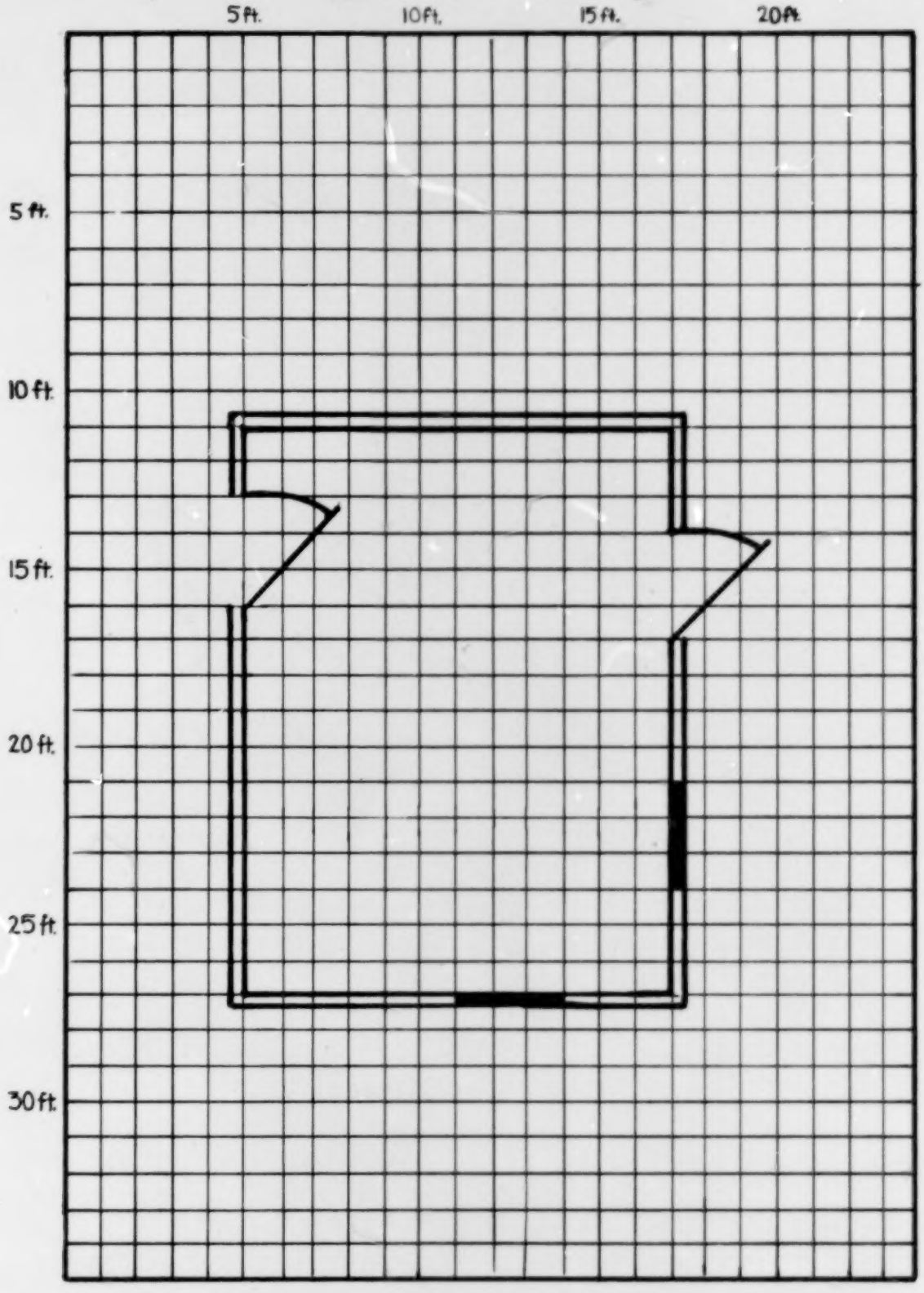


DIAGRAM 10

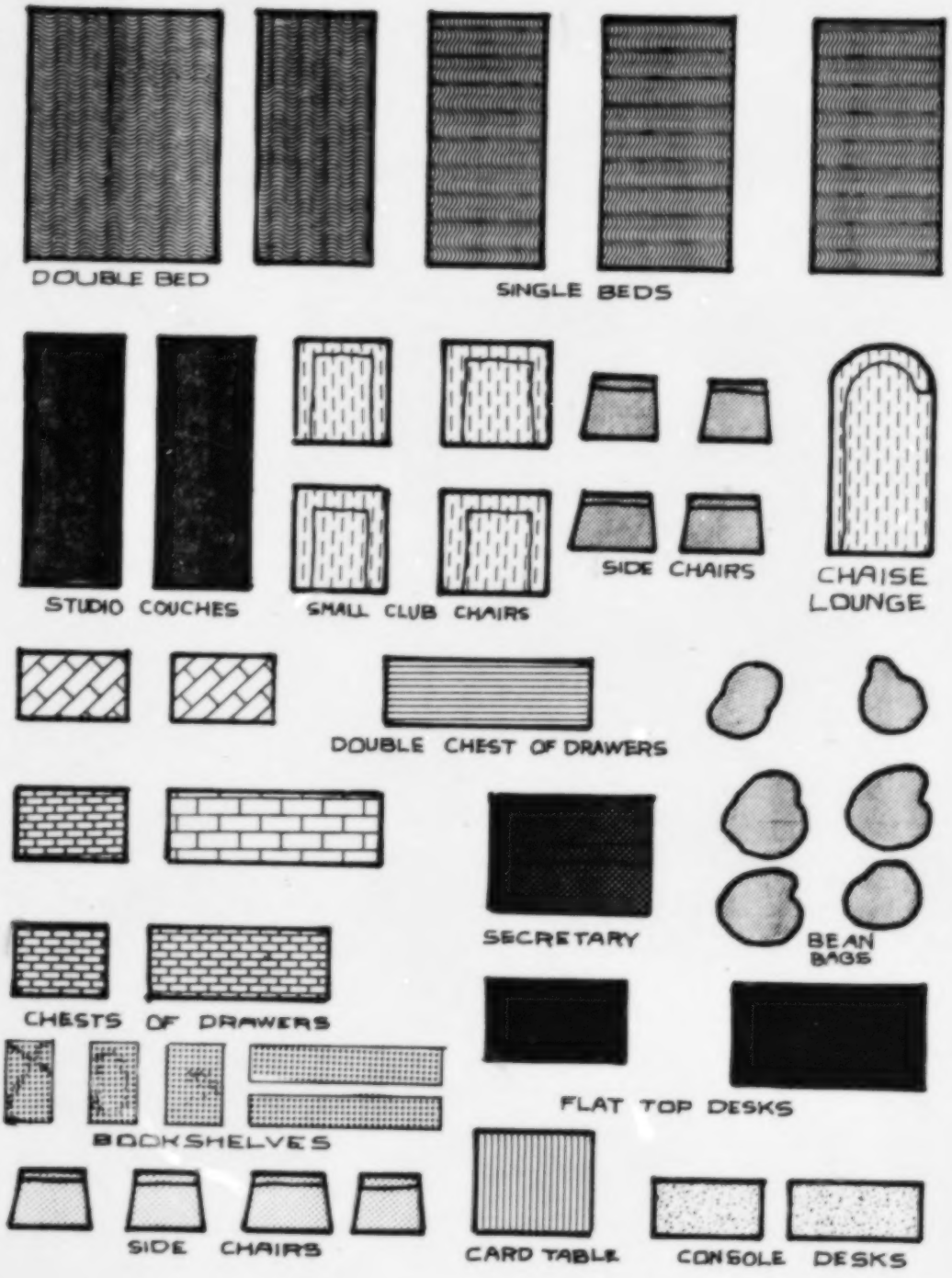

DOUBLE BED
SINGLE BEDS
STUDIO COUCHES
SMALL CLUB CHAIRS
SIDE CHAIRS
CHAISE LOUNGE
DOUBLE CHEST OF DRAWERS
SECRETARY
BEAN BAGS
CHESTS OF DRAWERS
FLAT TOP DESKS
BOOKSHELVES
SIDE CHAIRS
CARD TABLE
CONSOLE DESKS

DIAGRAM 11

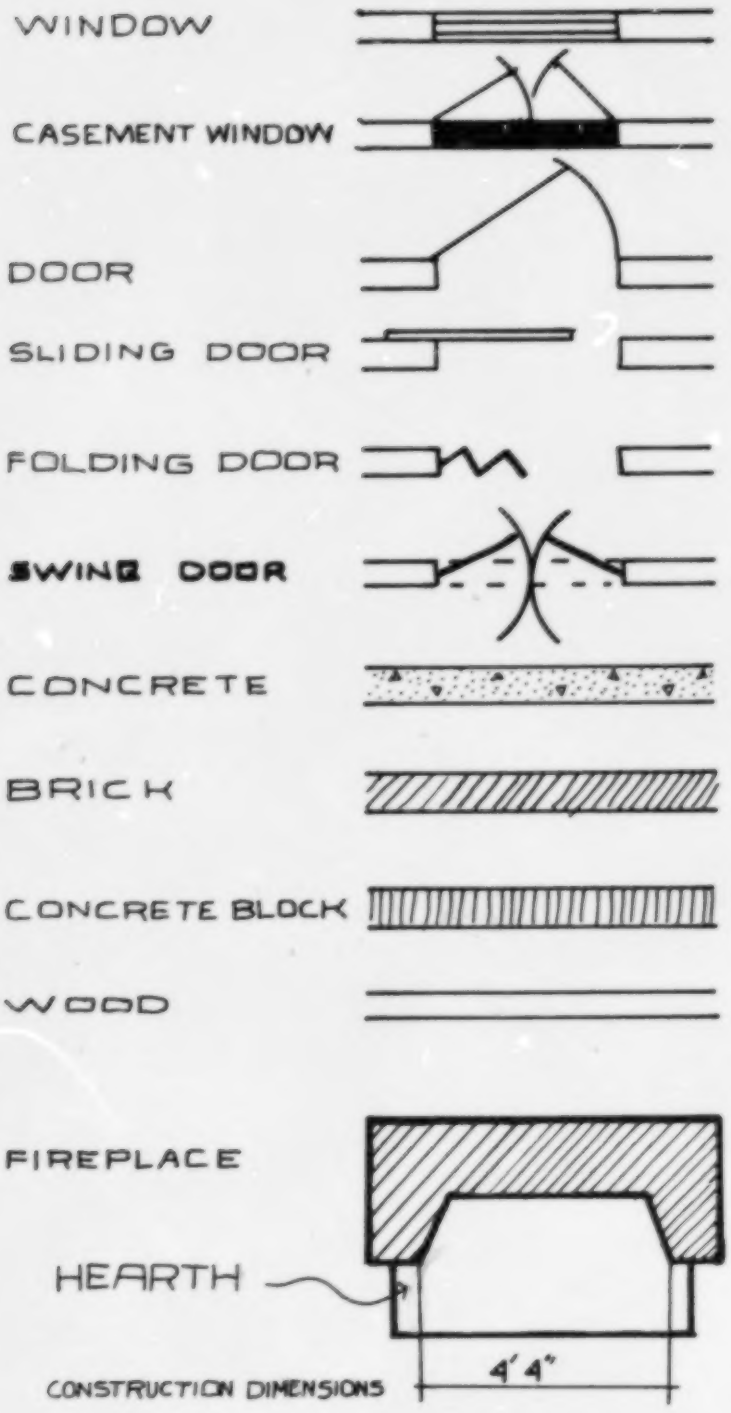


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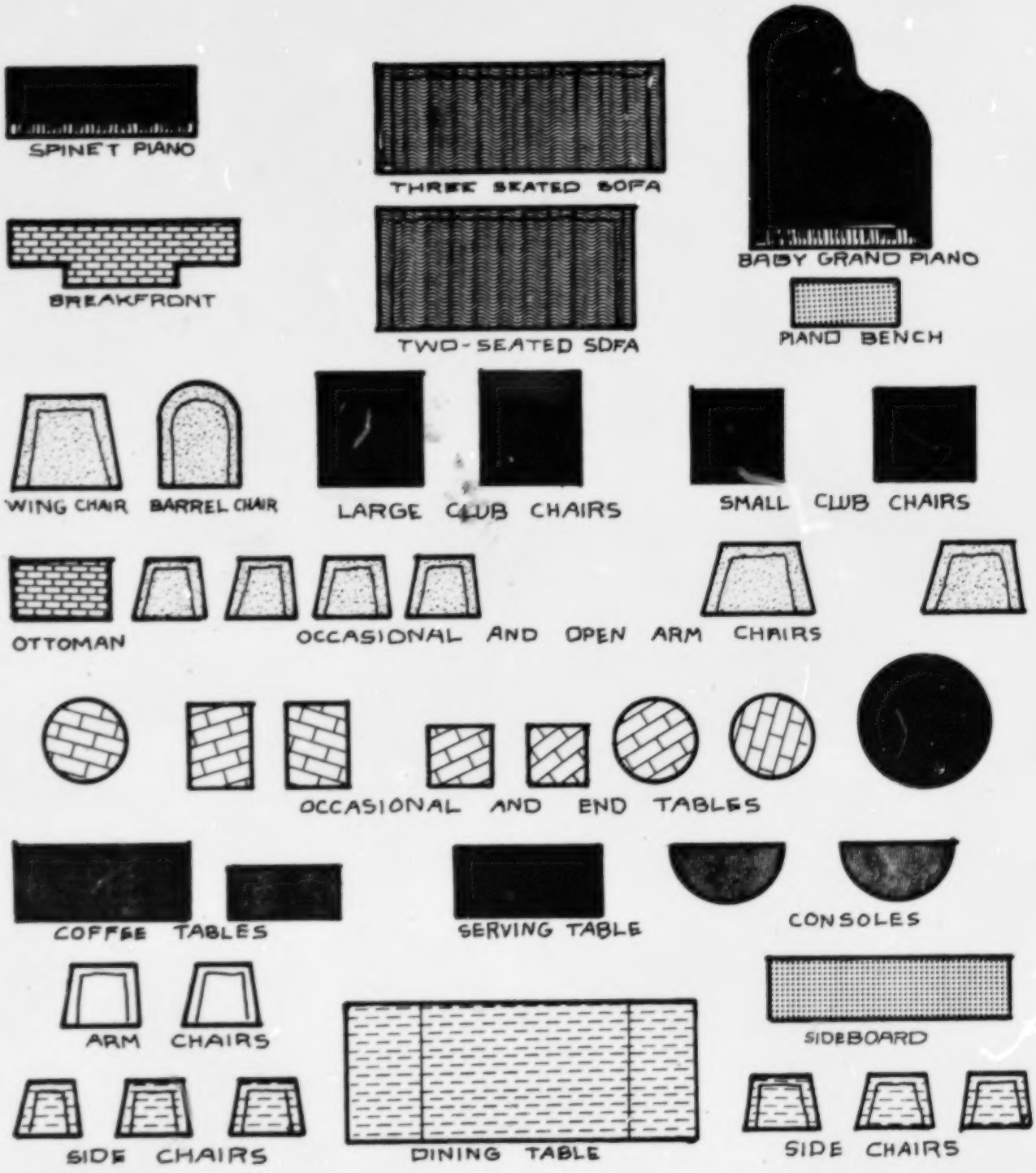
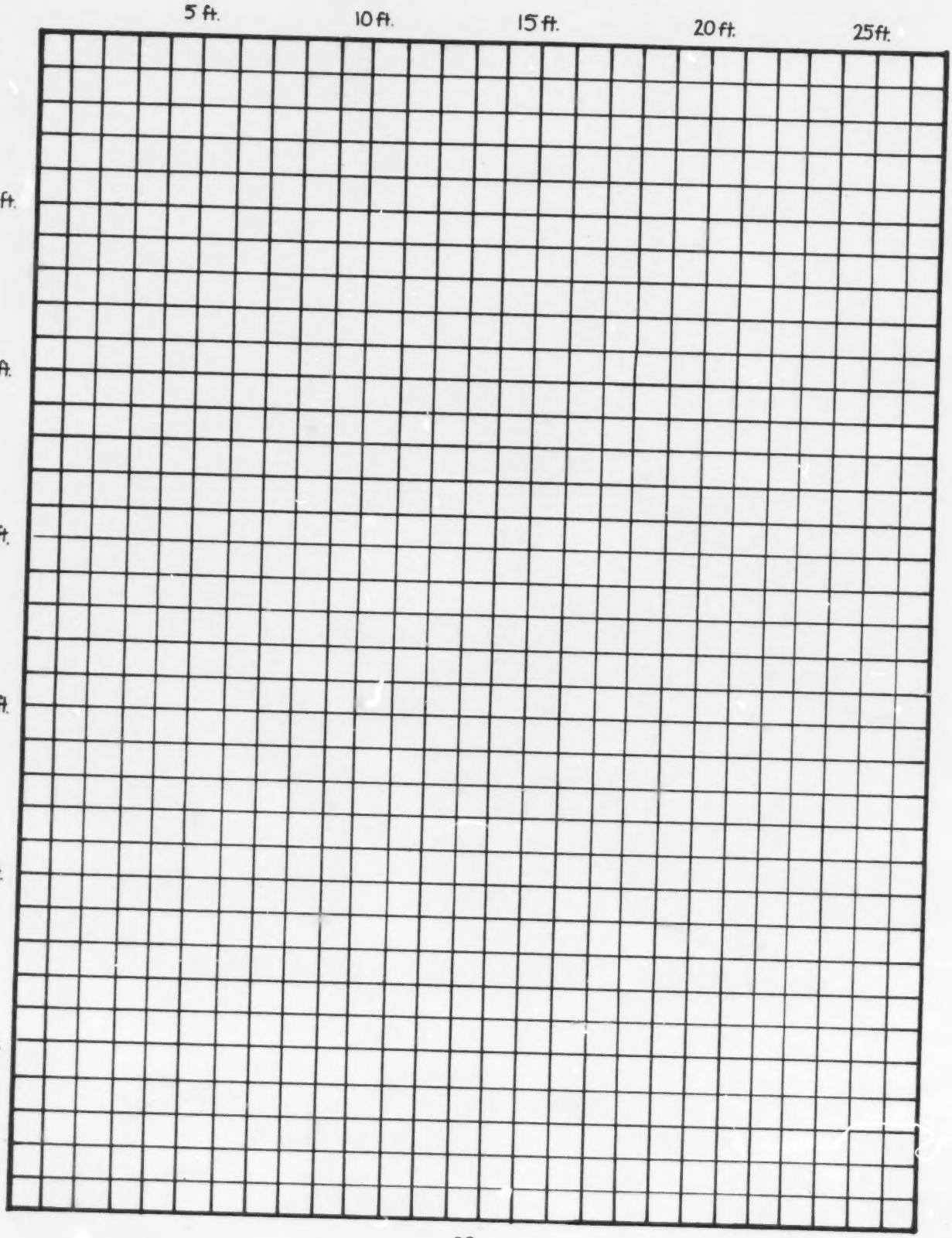
DIAGRAM 12


SPINET PIANO
THREE SEATED SOFA
BABY GRAND PIANO
BREAKFRONT
TWO-SEATED SOFA
PIANO BENCH
WING CHAIR
BARREL CHAIR
LARGE CLUB CHAIRS
SMALL CLUB CHAIRS
OTTOMAN
OCCASIONAL AND OPEN ARM CHAIRS
OCCASIONAL AND END TABLES
COFFEE TABLES
SERVING TABLE
CONSOLES
ARM CHAIRS
SIDEBOARD
SIDE CHAIRS
DINING TABLE
SIDE CHAIRS

GRID SHEET



HOME ECONOMICS – HOUSING AND HOME FURNISHINGS

Kit No. 37

STUDENT
LEARNING ACTIVITY GUIDE

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INTRODUCTION

This activity is to introduce you to the unit of *Housing and Home Furnishing.* Many careers and job opportunities are related in various ways to this unit. You may wish to be an interior decorator or a salesperson in the fabric or drapery department of a store. You may work in a paint store and need to help your customers coordinate paint and wallpaper. A study of home furnishings would be helpful if you work as a salesperson in a furniture store or make draperies.

This unit deals with two phases of interior design:

1. A study of color and how it is applied to home decorating.
2. A study in furniture arrangement.

GOALS

The student will learn primary, secondary, and intermediate colors.

The student will learn shades and tints and how they are made.

The student will make a color wheel to use in studying the three types of color harmony included.

The student will learn the three most commonly used types of color harmonies.

The student will become familiar with basic rules for arranging furniture.

The student will arrange furniture in a room using scale models.

DIRECTIONS

This manual is designed to be self-instructional for prevocational education students. After you have completed the activities designed to help you understand each objective, you will ask your teacher for a test Checkpoint. Do not write in your booklet. All the work sheets you will need will be provided. As soon as you have finished one section, take the test and let your teacher check it. If your teacher approves, go to the next section.

MATERIALS

- Tempera paint (mix and put in small jars)
- Paint brushes (small watercolor type)
- Two sheets heavy drawing paper for color wheel.
- Duplicated sheets:
  - Fun With Color
  - Diagram of Completed Color Chart
  - Primary Color Check Sheet
  - Secondary Color Check Sheet
  - Intermediate Color Check Sheet
  - Tints Color Check Sheet
  - Shades Color Check Sheet
  - Monochromatic Color Check Sheet
  - Room to color in monochromatic color harmony
  - Analogous Check Sheet
  - Room to color in analogous color harmony
  - Bedroom arrangement Check Sheet
  - Complementary colors Check Sheet
  - Sheet for drawing in bedroom
  - Sheet of illustration of doors, windows, etc.
  - Furniture to scale
  - Plain grid sheet
  - Living room furniture
  - Living room arrangement Check Sheet
- Glue
- Toothpicks
- Medicine droppers
- Newspaper to cover tables
- Paper towels
- Paper cups (for washing brushes)
- Sticks for stirring (popsicle)
- Scissors
- Fabric, paint, and carpet samples
- Mail-order catalogs
- Magazines - preferably ones with pictures of furnished rooms.
- A small box for each table (for storage of paint, brushes, etc.)

COLOR

PROGRAMMED TEXT

INTRODUCTION

Probably the first thing you notice about a dress, room, flower, or painting is color. Color can change the way something looks more than any one element. We associate some colors with things that make us happy; others, with things that make us sad or angry. Color is a wonderful way to express personality. On dark, wintry days, one's mood is different from the feeling which comes on a bright spring day when plants and flowers burst alive with color.

Colors mean different things to different people. Fortunately, there are so many colors and combinations of colors, that we can always find some which are pleasing to us.

Obtain from your teacher a *Fun With Color* sheet and express your ideas. Discuss your opinion with your classmates.

Choosing colors which can be used together (color schemes) is easy for some people but difficult for others. In learning how to use colors, a beginner needs guidance. There are three sources we may use to get beautiful color combinations.

1. Pictures – a painting by an artist from an art gallery, book, or store.
2. Manufactured or handmade objects – carpets, fabric, fine china, wallpaper. (These are designed by craftspersons.)
3. Color Wheel – Colors from the color wheel may be selected and used to create color harmony.

Since the use of the color wheel is one method of selecting colors for a color scheme, we will make our own color wheel. Understanding the color wheel is a building block to using color in decorating.

PRIMARY COLORS

Instructional Objective 1

The student will prepare a color chart by first painting in the primary colors.

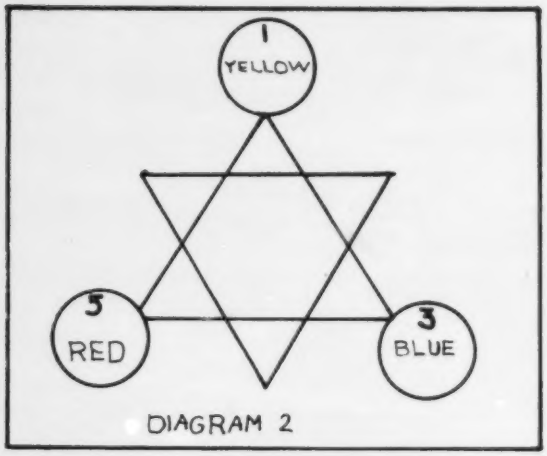
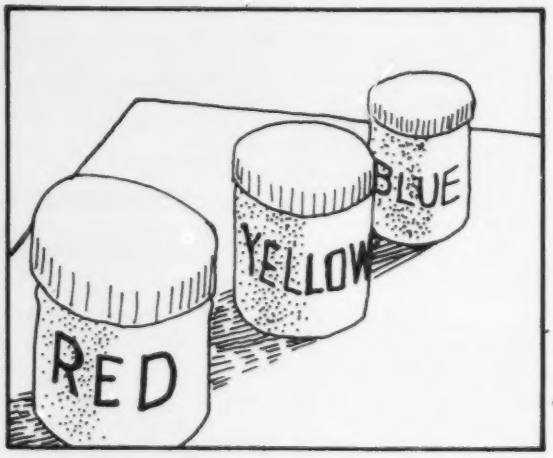
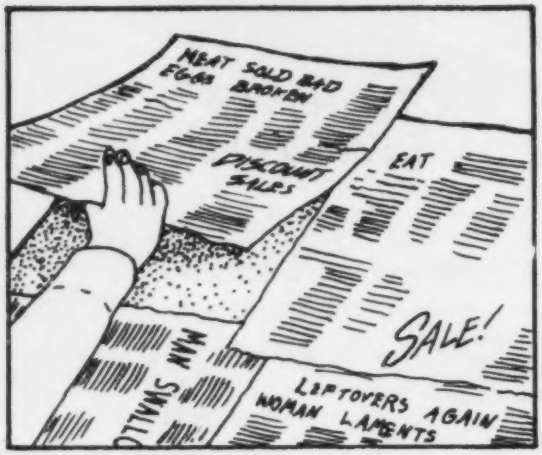


DIAGRAM 2



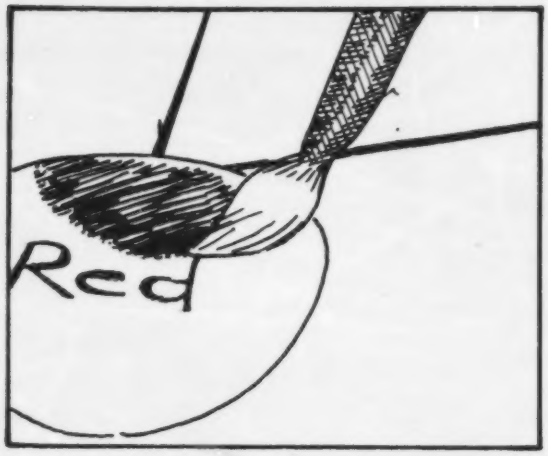
STEP 1 – You should have on your table three jars of paint (blue, red, and yellow) and a small brush. Check to see if you have a jar of water and paper towels. Your teacher will give you a diagram of Color Chart No. 1.



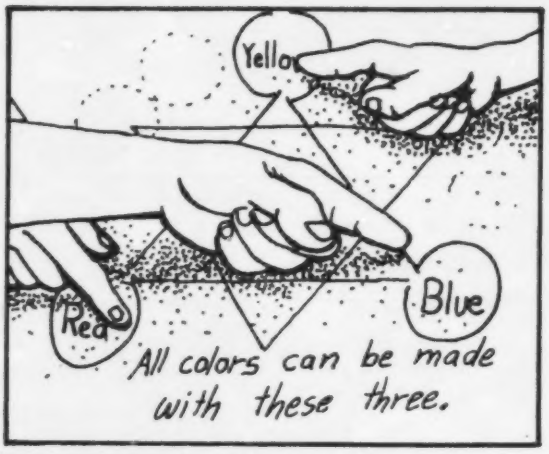
STEP 2 – Cover your table with newspapers.

STEP 3 – Remove lid from yellow paint, stir with popsicle stick until smooth. Dip brush in paint, wipe off excess paint on the side of the jar, and fill in circle No. 1 on the sheet provided. Wash brush in water and dry it on a paper towel.

STEP 4 – Remove lid from blue paint, stir, and paint in circle No. 3 on your sheet. Wash and dry brush.



STEP 5 – Using same procedure, open and stir the red paint and paint in circle 5. Wash and dry brush.



STEP 6 – Look at the three circles colored. These are called *primary* colors. These are the basic colors; with addition of white and black, all other colors can be made. Primary colors *cannot be created by mixing other colors.*

Check Point

(Do not write in this booklet. Answer on checksheet provided by your instructor.)

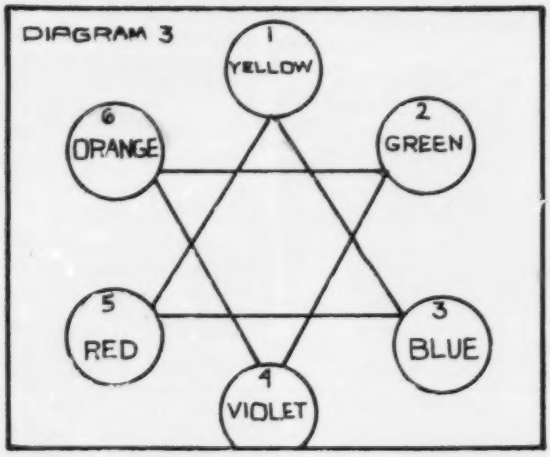
1. You have painted three circles on your sheet – yellow (No. 1), blue (No. 3), and red (No. 5). Have you painted in the three circles as shown on Diagram 2?
   yes no
2. What are the names of the three colors you have painted?
   a.
   b.
   c.

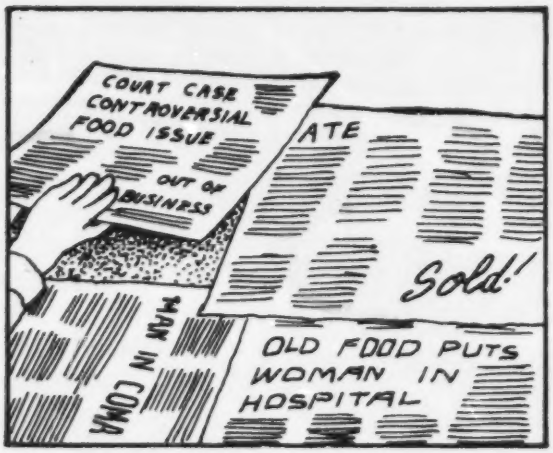
3. What do we call these three colors?
4. Have your teacher check your answers.
5. If answers are correct, go to the next section. If not, go back through steps 3 – 6.
6. Clean work area and put materials away.

SECONDARY COLORS

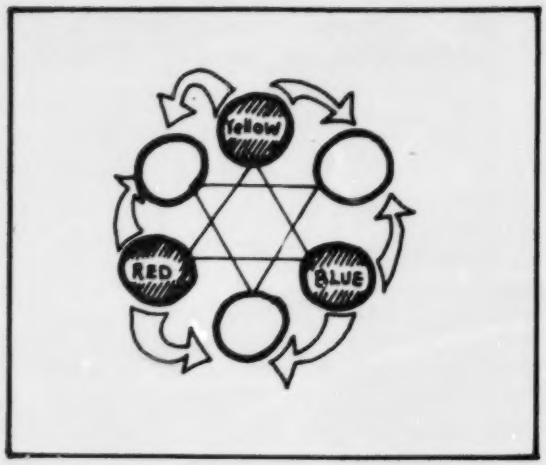
Instructional Objective II

The student will paint in the three secondary colors on the color chart.





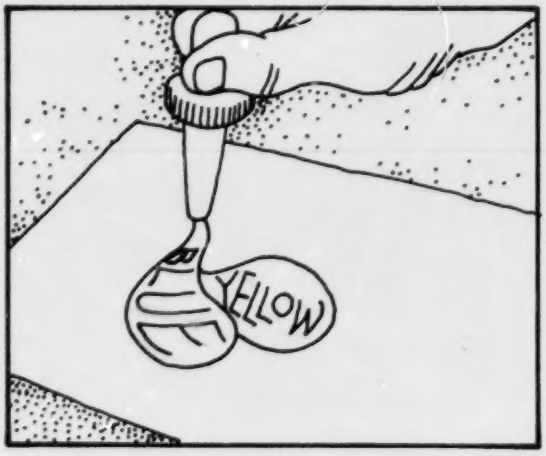
STEP 1 – Tables should be covered with newspapers.



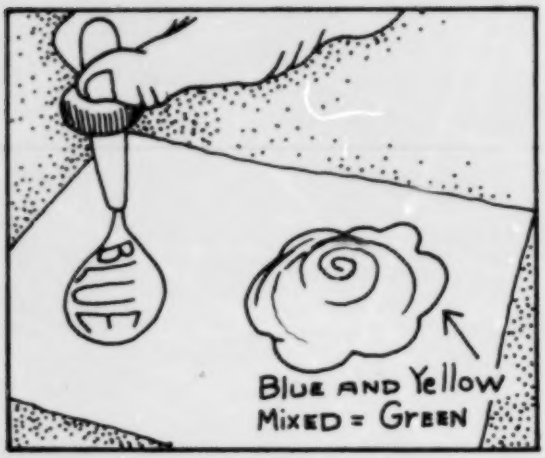
STEP 2 – You are now ready to fill in the next three colors on your color chart. These are called *secondary colors* and are made by combining equal portions of two *primary colors.* (Do not paint in this booklet. Use the same sheet of paper that you used when painting your primary colors.)

STEP 3 – Remove lids from the red, yellow, and blue paint jars. Stir well; use a separate stick for each color. Do not mix the colors in jars.

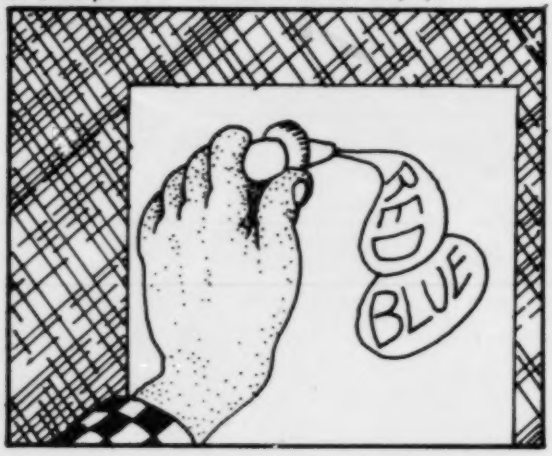
STEP 4 – Using the medicine dropper, put one drop of yellow paint on a plain white piece of paper (not the one you are using to make your color chart).



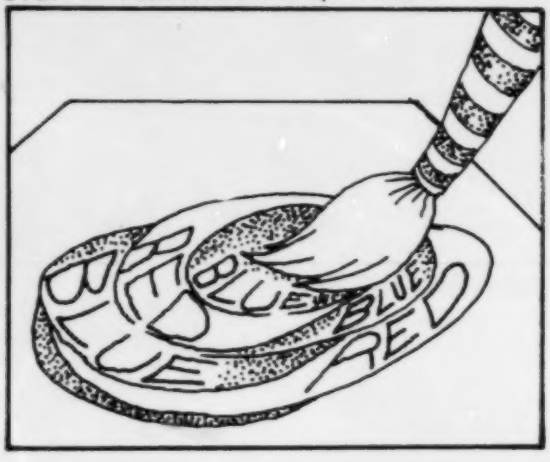
STEP 5 – Add one drop of blue paint; mix well. This should give a true green. If it does not, add a little more paint as needed until you do arrive at a true green. It is sometimes difficult to add paint in exact amounts. Keep mixing by using your brush. When you have a true green, allow to dry while you mix your next secondary color.



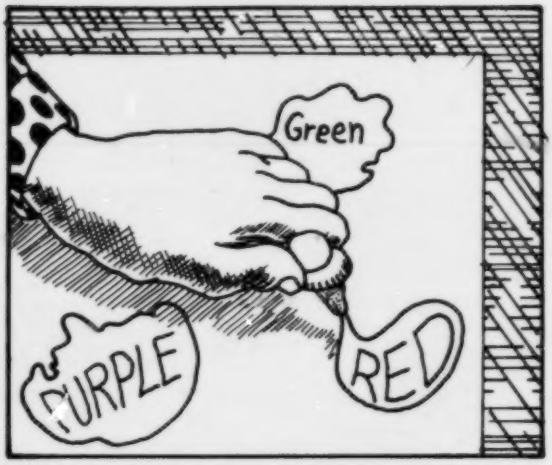
STEP 6 – Using your dropper, put one drop of blue paint on the same sheet of paper.



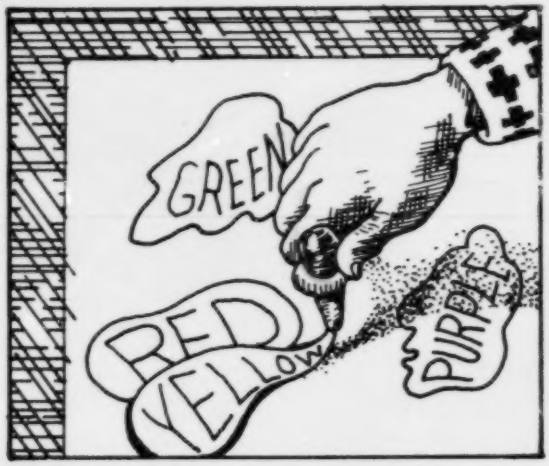
STEP 7 – Add to it one drop of red.



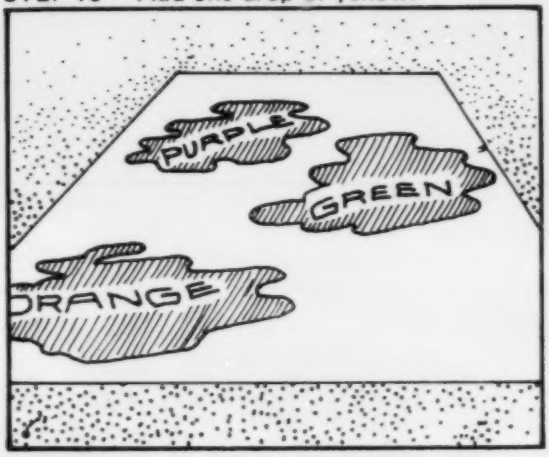
STEP 8 – Mix well. This should give you your next secondary color, violet or purple. If you did not get a true violet, add color in small amounts as needed. When you have a true violet, allow this to dry while you are mixing your third secondary color.



STEP 9 – You are now ready to make your third secondary color. Using your dropper, put one drop of red on this same sheet of paper.

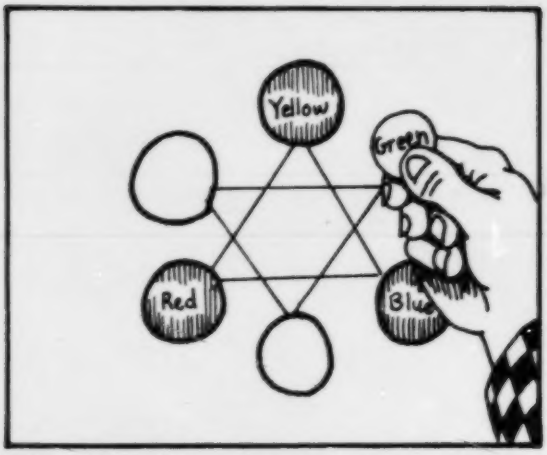


STEP 10 – Add one drop of yellow.



STEP 11 – Mix well. This should give the secondary color of orange. If not, add small amounts of paint as needed until you arrive at a true orange. Allow these to dry.

STEP 12 – As soon as the three secondary colors are dry, cut from your practice sheet one circle of orange, one circle of green and one circle of violet.



STEP 13 – (Use the pattern in the bottom corner of the color chart.) Glue the green in circle No. 2. Glue the violet in circle No. 4. Glue the orange in circle No. 6.

Check Point

(Do not write in this booklet.)

1. Does your color chart now have six spaces filled in? Does it compare to Diagram No. 3?
   yes no
2. What are colors called if they are made by mixing two primary colors which come next to each other on the color chart?
3. Must the two primary colors mixed to make a secondary color come next to each other on the color wheel?
   yes no
4. What color do you get from mixing equal amounts of the following?
   a. yellow and blue
   b. blue and red
   c. red and yellow
5. Ask your teacher to correct your answers. If correct, go to the next section. If incorrect, study steps 5 – 12.
6. Clean work area and put materials away.

Instructional Objective III

The student will make six intermediate colors and put them in on the color chart.

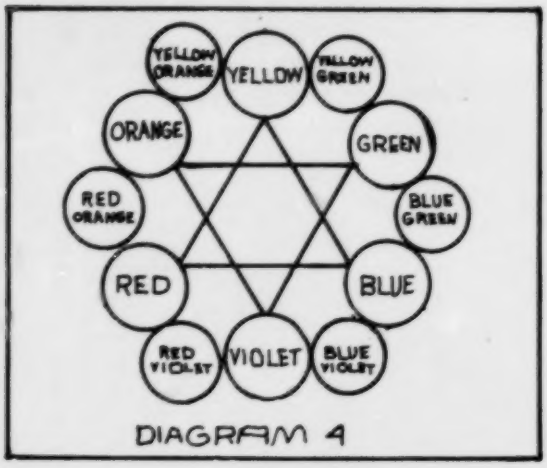
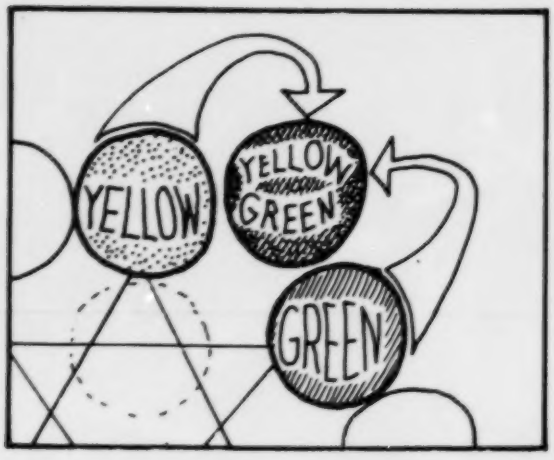
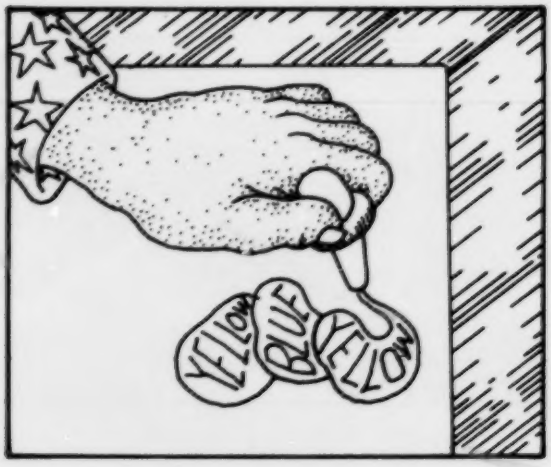


DIAGRAM 4



STEP 1 – By combining one of the secondary colors made in the previous activity with one of the primary colors it contains, you will make an *intermediate* color. This intermediate color will come between the primary color and the secondary color on the color chart.

STEP 2 – Open and stir the three jars of primary paints. Put a dropper in each paint.



STEP 3 – Using a clean sheet of white paper, make the secondary color of green (one drop each of yellow and blue). Add an extra drop of yellow, and you will have a yellow-green. This is an *intermediate* color. Let this color dry to cut out and move to the color wheel later.

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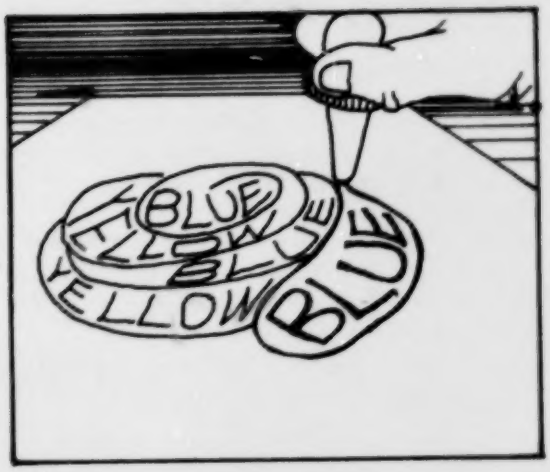
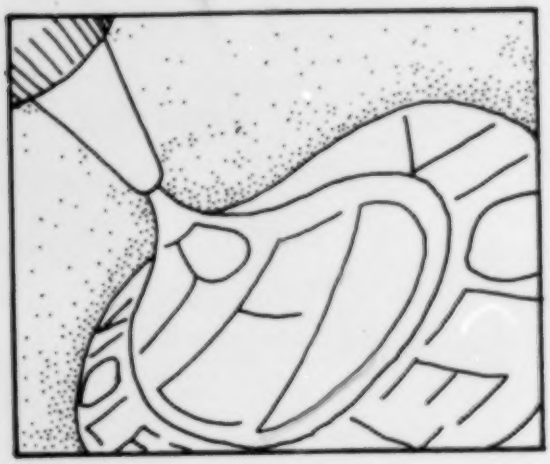
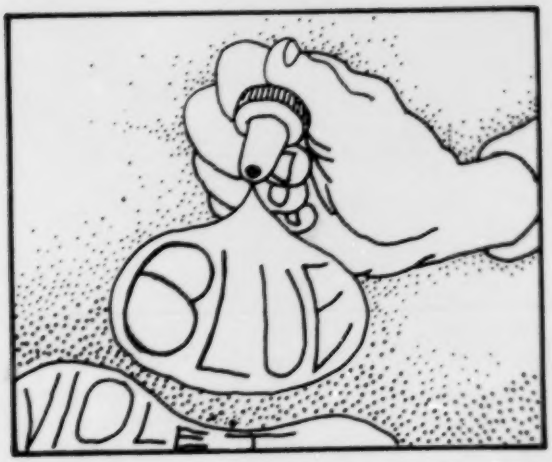


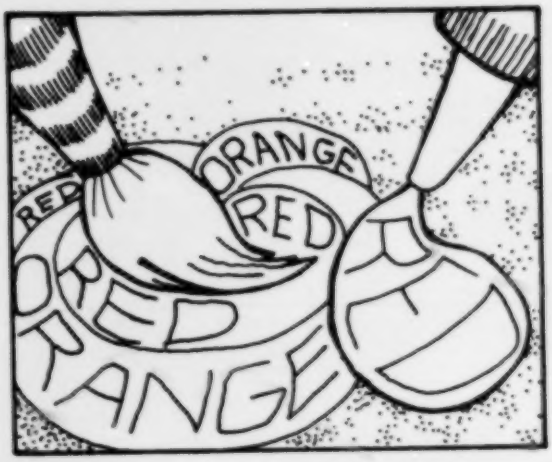
STEP 4 – Repeat step number 3 by mixing one drop yellow and one blue to make green. Add to this another drop blue. You will have intermediate color blue-green. Allow this to dry.



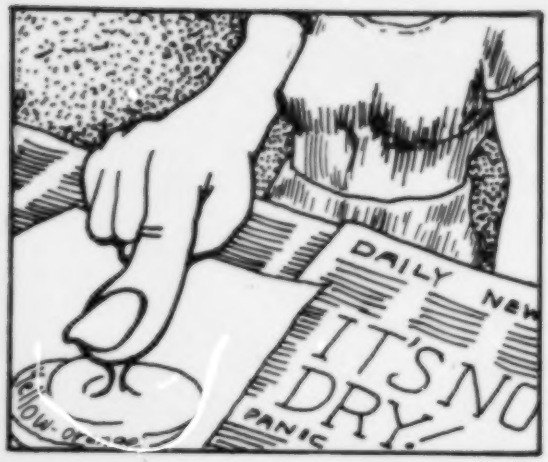
STEP 6 – Repeat step 5 by mixing one drop of blue and one of red to make violet. Add another drop of red. You now have intermediate red-violet. Allow this to dry.



STEP 5 – Next make the secondary color of violet (by mixing one drop each of blue and red). Add an extra drop of blue; you have intermediate blue-violet. Allow this to dry.



STEP 7 – Next make the secondary color orange by mixing one drop of red and one of yellow. Add another drop of red. You now have the secondary color red-orange. Allow this to dry.



STEP 8 – Mix the orange again as in step 7. Add an extra drop of yellow. You now have the intermediate color yellow-orange.

STEP 9 – As soon as this is dry, cut by your pattern and glue in the appropriate spaces in the color wheel.

Space 7 – yellow-green
Space 8 – blue-green
Space 9 – blue-violet
Space 10 – red-violet
Space 11 – red–orange
Space 12 – yellow-orange

Check Point

(Do not write in this booklet.)

1. Does your color wheel now have the twelve spaces filled? Does it compare to Diagram No. 4?
   yes no
2. What are the names for colors which are made by combining a secondary color and a primary color which comes next to it on the color wheel?
3. What intermediate color is formed by the following?
   a. red and purple
   b. blue and purple
   c. red and orange
   d. yellow and orange
   e. yellow and green
   f. blue and green
4. Have your teacher check your answers. If correct, go on to the next section. If not correct, go back and study steps 3 – 9.
5. Clean work area and put materials away.

VALUE

TINT

Instructional Objective IV

The student will make tints of each primary color and put them on the color wheel.

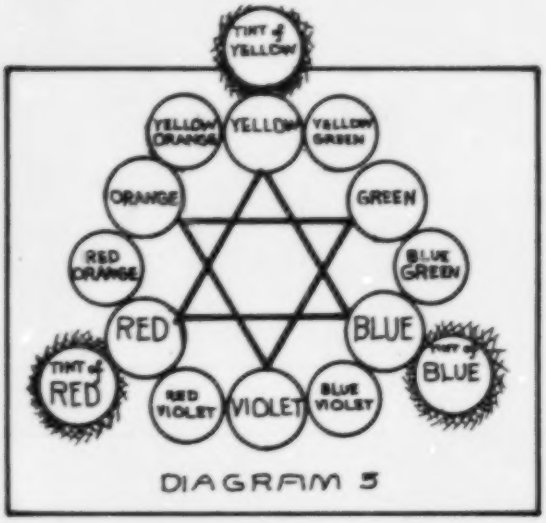
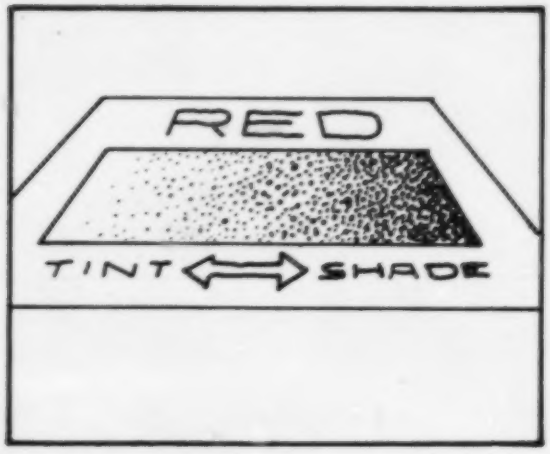
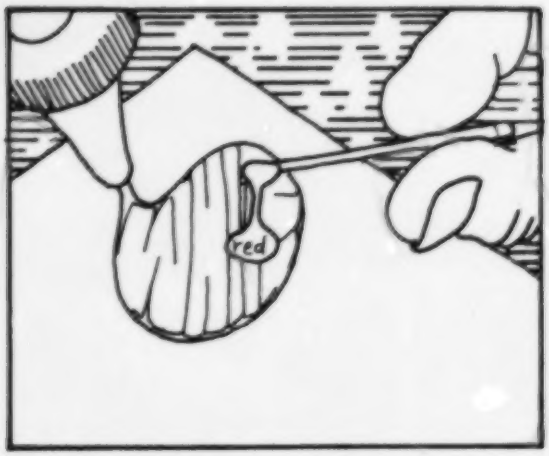


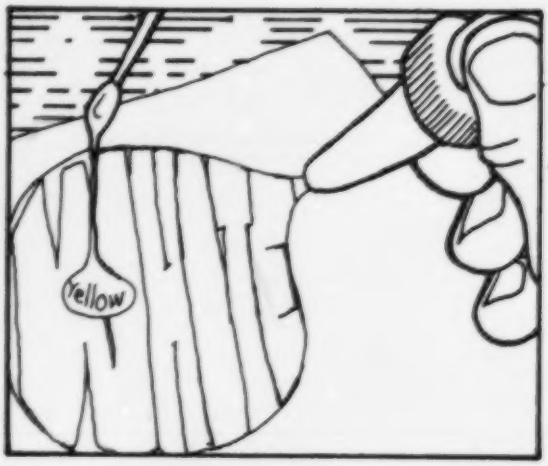
DIAGRAM 5



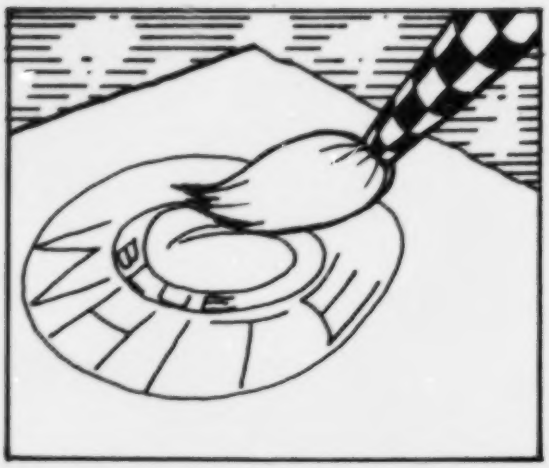
STEP 1 – The lightness or darkness of a color is called *value*. The value ranges from almost white (pink is an example) which is called a *tint*, to almost black which is called a *shade* (dark red is an example).



STEP 2 – Place a drop of white on a sheet of white paper. Add a very small amount of red with the end of a toothpick. Mix well. You have pink, which is a tint of red. Allow this to dry.



STEP 3 – Place a drop of white on your paper; add a very small amount of yellow and mix. You now have a very light yellow. This is a tint of yellow. Allow to dry.



STEP 4 – Place a drop of white on your paper. Add a very small amount of blue with a toothpick. You have a tint of blue. Allow to dry.

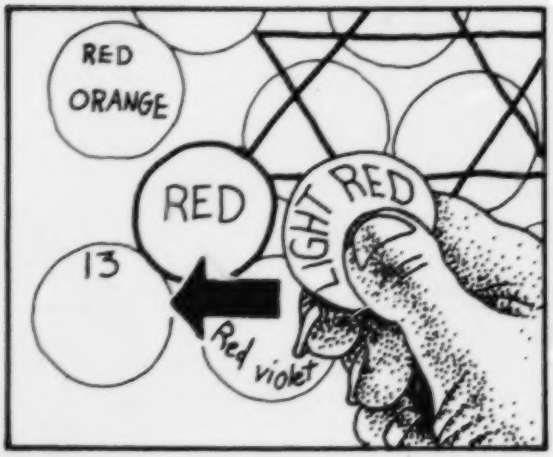
Check Point

(Do not write in this booklet.)

1. Does your color chart now look like Diagram 5?
   yes no
2. What is a color that is lighter than a pure color?
3. How do you make a color lighter?
4. Let your teacher check your work. If correct, go to the next section. If not correct, go back and study steps 2 – 5.

NOTE: Tints may also be made from secondary and intermediate colors and added to the color chart if time permits.

5. Clean work area and put materials away.



STEP 5 – Cut three circles from your tints. Glue the tint of red in space 13; yellow in 14; and blue in 15.

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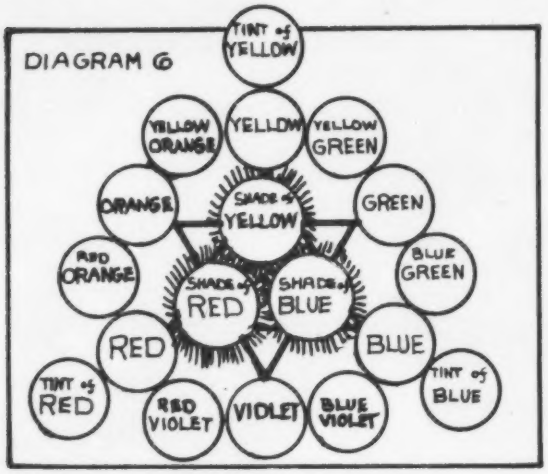
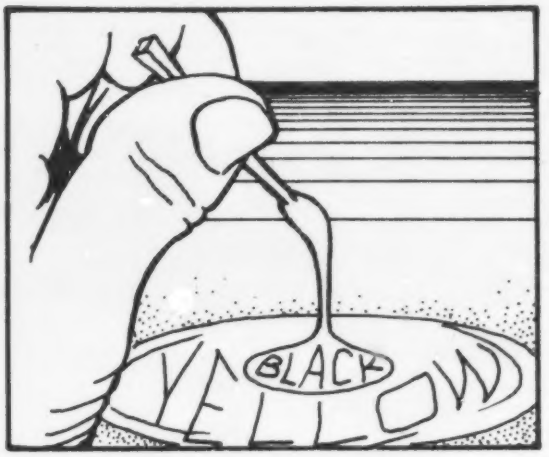
SHADE

Instructional Objective V

The student will make shades of each primary color and put them on the color wheel. A *shade* is a color which is *darker* than the true color.

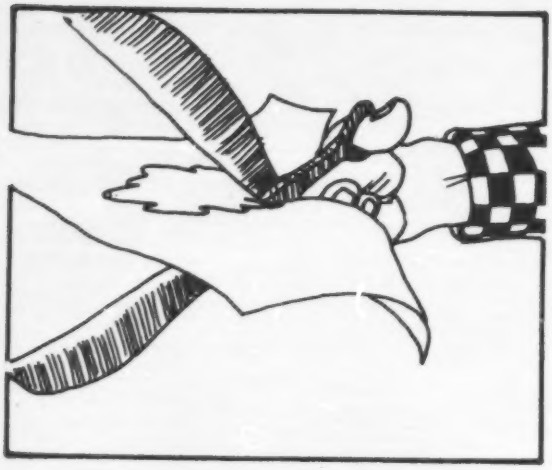




STEP 2 – Place a small amount of yellow on your white paper. Add black with a toothpick and mix. You now have a shade of yellow. Let this dry.

STEP 1 – Place a drop of red paint from your jar on a sheet of white paper. Add a small amount of black with a toothpick. Stir well. Compare to your true red. If it is darker, you now have a shade of red. You may need to add more black in small amounts. Let this dry.

STEP 3 – Place a small amount of blue on your white paper. Mix in a small amount of black. You have a shade of blue. Let this dry also.



STEP 4 – When your three samples have dried, cut out circles by pattern and add to color chart in this way:
circle 16 - shade of red
circle 17 - shade of yellow
circle 18 - shade of blue

STEP 5 – Clean work area and put materials away.

NOTE: If time permits, shades may be made from secondary and intermediate colors by adding black to them. These shades could be placed inside the color it is made from.

Check Point

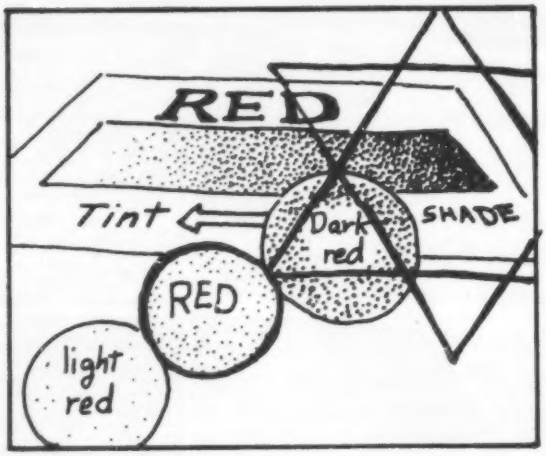
1. Does your color chart now have all the colors in Diagram 6?
   yes no
2. What is a color called which is darker than a true color?
3. How do we make shades of a color?
4. Can a shade be made from any pure color?
5. Have your teacher check your answers. If correct, go to next section. If not correct, study steps 1 – 4.
6. Clean work area and put materials away.

NOTE: You may make shades for each secondary and intermediate color if time permits.

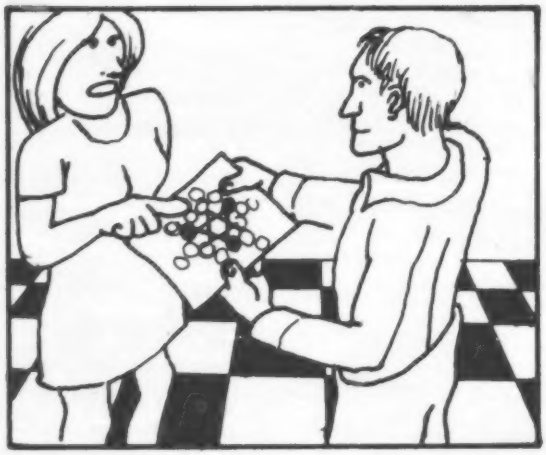
MONOCHROMATIC COLOR

Instructional Objective VI

The student will identify one of the types of related color harmony on the color wheel - monochromatic.

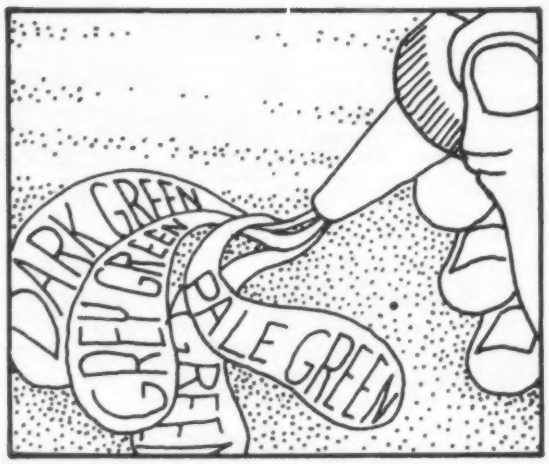


STEP 1 – There are two types of color schemes. One is based on using shades and tints of one color on the color wheel. This is called *monochromatic.*



STEP 2 – Look at your color wheel.

STEP 3 – In a monochromatic color scheme, shades, tints, possibly a pure color, and some of the color mixed with gray are used together. For example, a monochromatic scheme might be light blue (a tint), dark blue (a shade), much blue-gray, and small amounts of bright blue.



STEP 4 – If the color scheme were based on green, it would be a very pale green, some dark green, and a gray-green.

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STEP 5 – Look at two other colors and plan a color scheme using each.

STEP 6 – Look at fabric sample A. This is monochromatic color harmony used in a fabric. If you were to use fabric sample A with carpet sample A, and paint sample A, your room would be decorated in mono–chromatic color harmony.

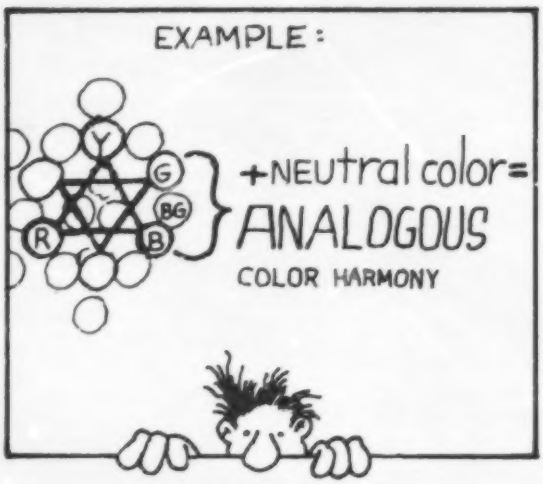
Check Point

1. What is the name for a color scheme using light, dark, and medium or grayed tones of one color?
2. Plan a color harmony for one of the rooms on Diagram 7 using this type. Color this in with crayons. Do not color in this booklet. Your teacher will give you a copy.
3. If you base your color harmony scheme on yellow, name the colors you would use:
   a.
   b.
   c.
4. Using the fabric and carpet samples, plan a room using monochromatic color harmony. (Do not use the suggestion given above.)

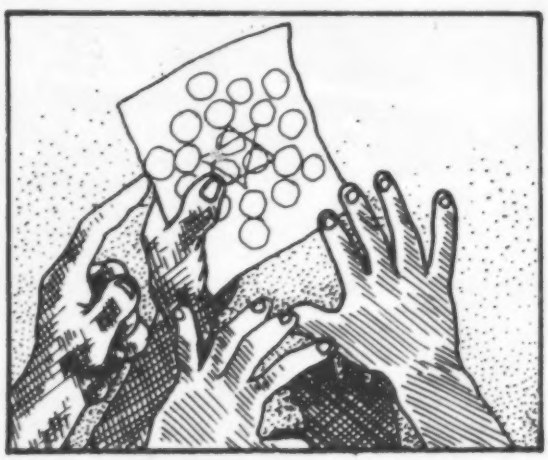
ANALOGOUS COLOR HARMONY

Instructional Objective VII

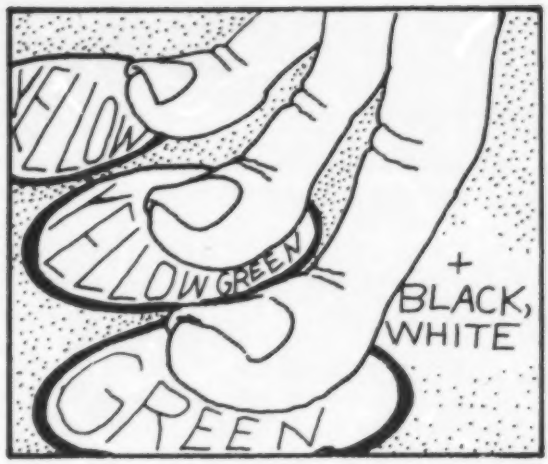
The student will identify the second of two types of related color harmony, *analogous.*



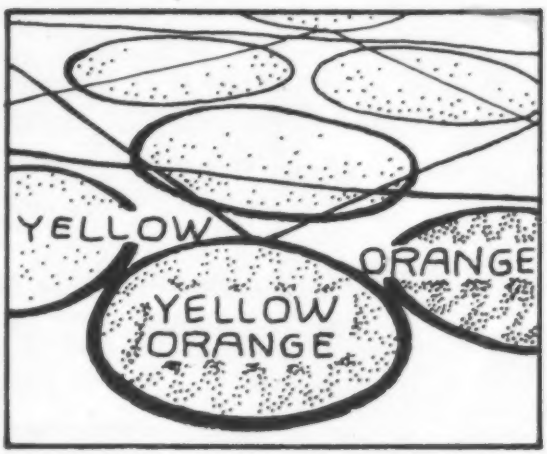
STEP 1 – The second type of related color harmony is analogous. This is often referred to as *neighboring* because the colors are next to each other on the color wheel. Analogous color harmony is made up up of two or more colors coming next to each other and a neutral color (beige, gray, white, brown, etc.). An example of analogous is blue, blue green, green, and some neutral color.



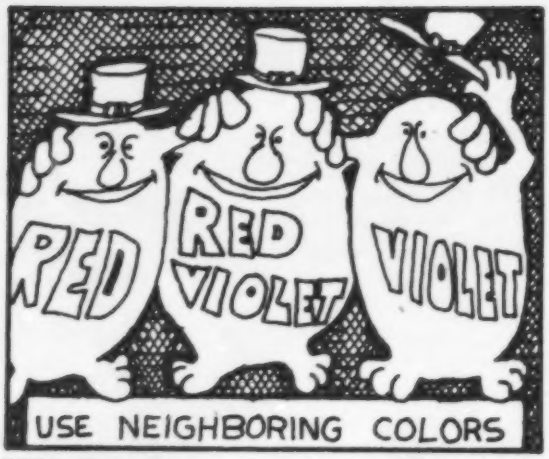
STEP 2 – Look at your color wheel.



STEP 3 – Suppose you wanted to plan an analogous color scheme using yellow. Use with the yellow a neutral color, yellow-green and green to complete the harmony. You will notice this includes one primary, one secondary, and the intermediate that comes between the two.



STEP 4 – For another example, use orange as the dominant color. Use with it a neutral color, yellow, and yellow-orange.



STEP 5 – Go on around your color wheel planning analogous color schemes.

STEP 6 – Fabric sample B illustrates analogous color harmony.

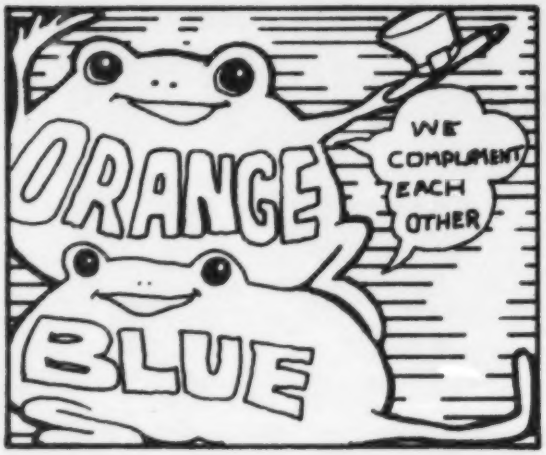
STEP 7 – Using fabric sample B, H, and I, carpet sample A or E, and bone white walls B or C, you would have a room decorated in analogous color harmony.

Check Point

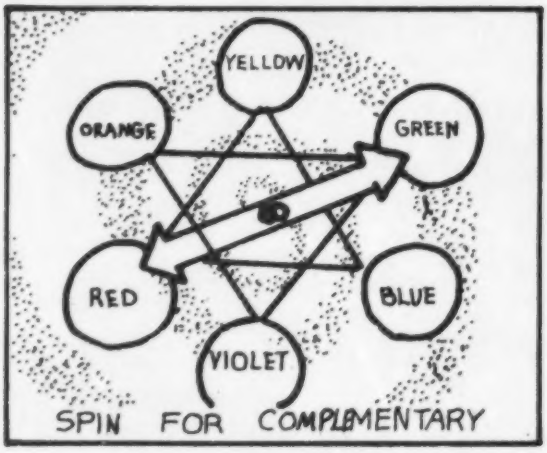
1. What is the color harmony called that is made up of colors coming next to each other on the color wheel?
2. Plan analogous color harmony for one of the rooms following this section. Color it in, using crayons.
3. Plan colors for a room, using analogous color harmony. Use the fabric and carpet samples.
4. Let your teacher check your work. If you have successfully completed steps 2, 3, 4, and 5, go on to the next section.
5. Let your teacher check your answers. If correct and you think you understood this type, go to the next section. If not, study this section again.

Instructional Objective VIII

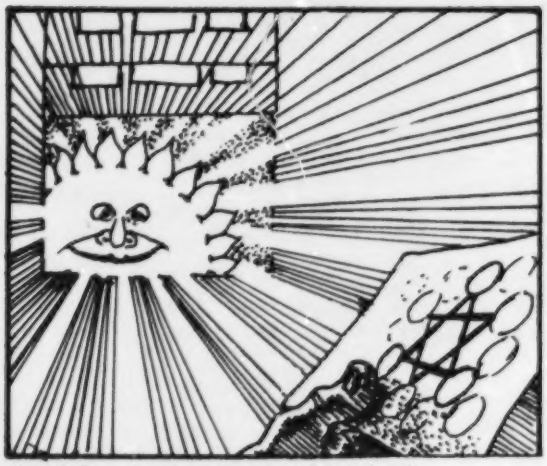
The student will identify one of the types of contrasting color harmony on the color wheel – *complementary.*



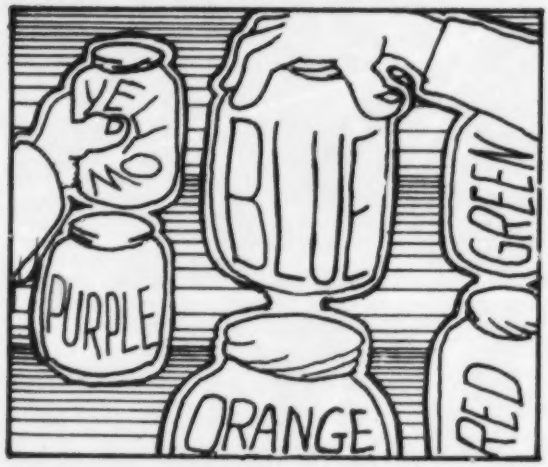
STEP 1 – Contrasting color schemes are composed of unrelated colors. Contrasting colors usually create a stimulating effect.



STEP 2 – In *complementary color harmony* the two colors are *direct opposites* on the color wheel. This type is used most effectively in large rooms. The accent color is usually confined to very small areas and is used with a much larger amount of the other color in greyed or muted tones.



STEP 3 – Look at your color wheel.



STEP 4 – Identify some of the complementary colors. This will be one primary and one secondary color.
Examples: red and green
yellow and violet
blue and orange

STEP 5 – Study fabric sample E for complementary color harmony.

STEP 6 – Carpet sample A or C with fabric samples E or F are examples of complementary color harmony.

Check Point

1. Find two pictures showing complementary color harmony in old magazines.
2. Using the carpet and fabric samples, plan a room with complementary color harmony.
3. Give three examples in nature of complementary color harmony.

There are several other types of color schemes which we may draw from the color wheel – split complementary, triad, double complementary, tetrad (four-fold), and others.

It would be impossible for us to study and learn to use all of these. Should you decide to go into interior design or decorating, you will learn to use color in a much wider variety of ways. It's fun and interesting.

You would also learn textures, how textures affect colors, colors which are classified as warm colors, and how warm colors differ from the cool colors.

ARRANGING THE FURNITURE

The arrangement of furniture in any room should fit the individual needs of the person or persons who will use the room. Furniture should be selected to serve a purpose and not just because it is pretty.

The best way to work out a good furniture arrangement is to plan it on paper. You can easily understand that it cannot be drawn full size. A scaled drawing is the best solution; the furniture must be the same size in relation to the room. The scale we will use is ¼ inch = 1 foot (.635 cm = .3048 m).

Even though the final arrangement is determined by the individual, there are some basic guides we should observe.

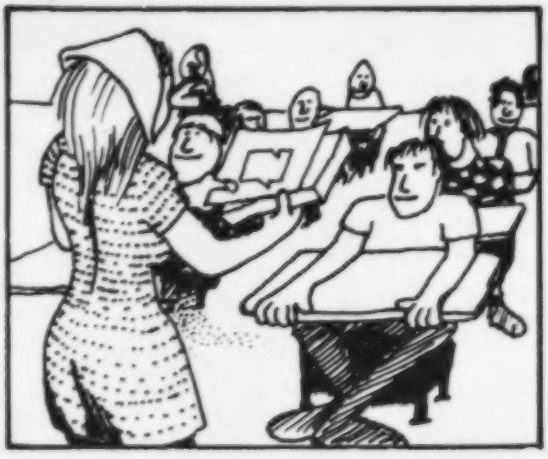
Guidelines For Furniture Arrangements:

1. Furniture needed for one purpose should be grouped together.
2. Do not crowd too much furniture in one room.
3. Avoid putting furniture in traffic lanes or having traffic lanes go through a conversation grouping.
4. Large pieces of furniture should be placed parallel to the wall.
5. Place large furniture in the room first. Do not put all large furniture on one side of the room.
6. Small pieces of furniture may be placed at an angle to give a casual effect.
7. Alternate hard and soft furniture. (Place a hardwood table between two upholstered chairs.)
8. Allow enough room to open doors and drawers.
9. Have a center of interest. There should be some object in the room that all the other pieces are centered around.

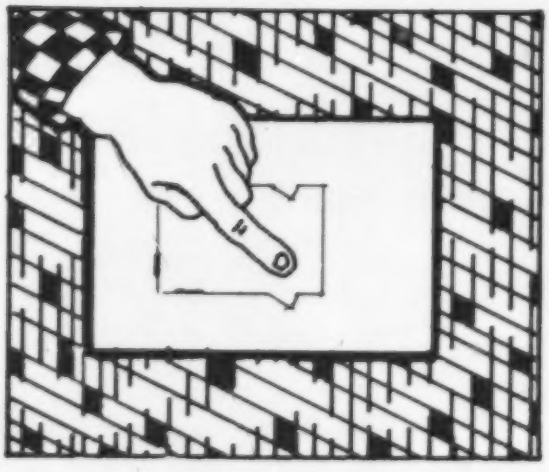
BEDROOM ARRANGEMENT

Instructional Objective IX

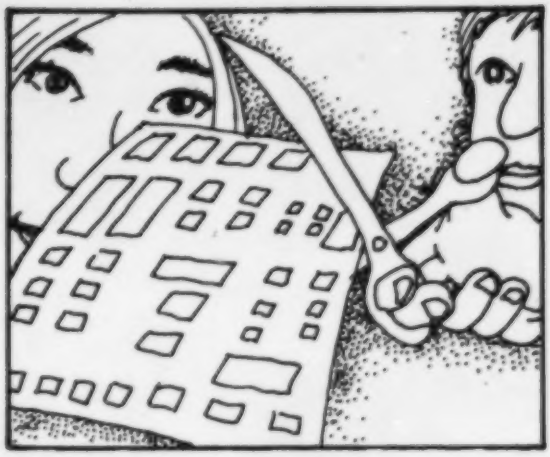
The student will arrange the furniture in a small bedroom using the principles listed.



STEP 1 – Your teacher will give you Diagram 9. Draw a line from one door to the other. This would be the traffic lane.

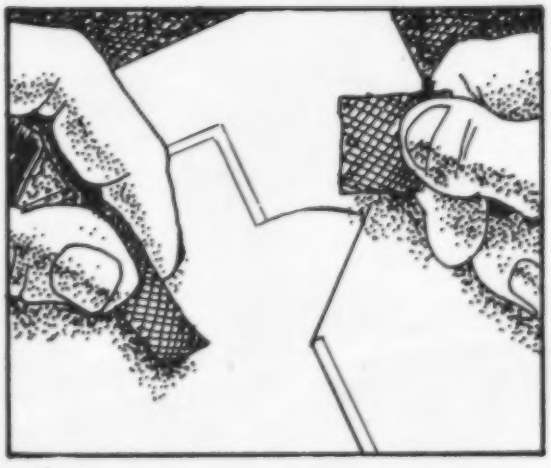


STEP 2 – Notice location of doors and windows. (Compare to Diagram 11 for identification.)



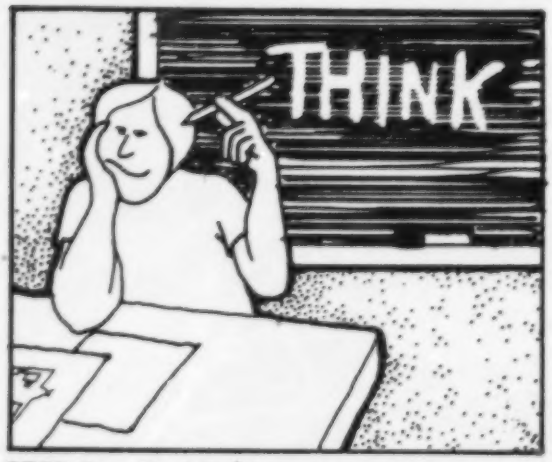
STEP 3 – From the sheet of furniture models (Diagram 10), locate and clip out the following furniture to arrange.

A. Sleeping area – cut out model of double bed, bedside table
B. Dressing and storage area – cut out a chest of drawers
C. Study area – desk and desk chair and a small club chair for reading.

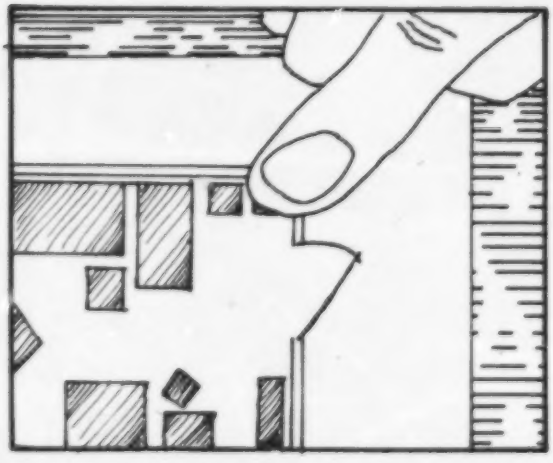


STEP 4 – Place the bed in the place you consider best. (Remember it is placed parallel to the wall.)

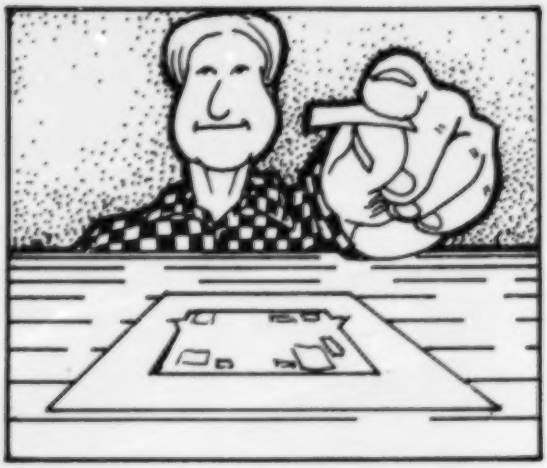
STEP 5 – Put the bedside table near the bed.



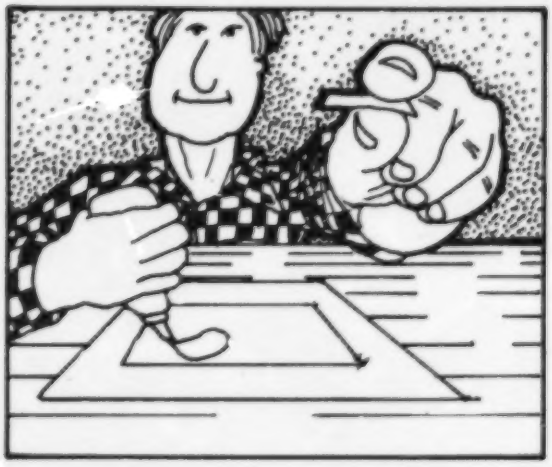
STEP 6 – Decide where you will locate the study area. You will need to place the desk near a window, but light should fall on the desk and not in the eyes. The desk chair goes at the desk.



STEP 7 – Place the club chair near the study area.



STEP 8 – Move the chest to the remaining space and decide on the best place.



STEP 9 – When you have decided on the arrangement you like, glue furniture in place.

Check Point

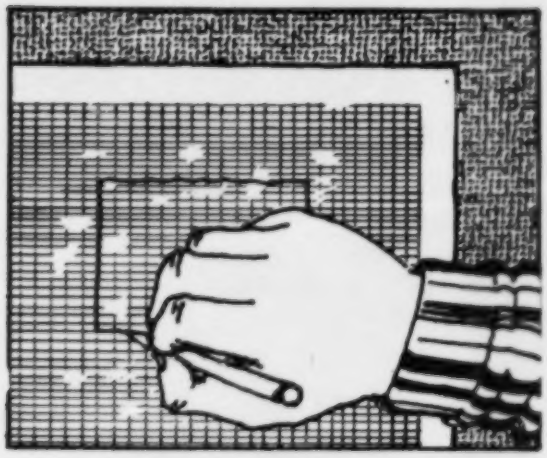
(Do not write in this booklet.)

1. Are the traffic lanes left clear of furniture?
   yes no
2. Is the furniture that will be used together placed together?
   yes no
3. Where would you need special lights or lamps? a. b. c.
4. Are the bed and chest on the same wall?
   yes no
   If so, does the room seem balanced?
   yes no
5. List the small accessories you might add to complete this room.

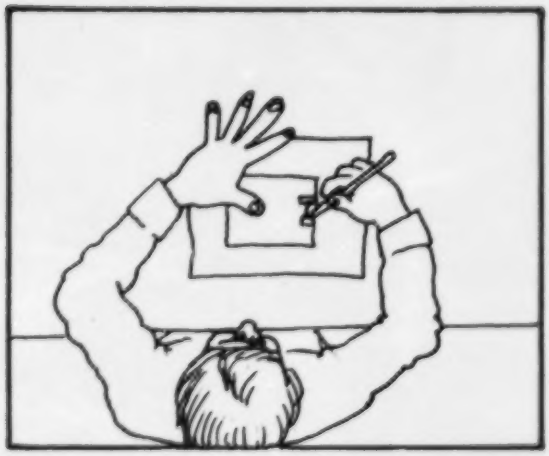
LIVING ROOM ARRANGEMENT

Instructional Objective X

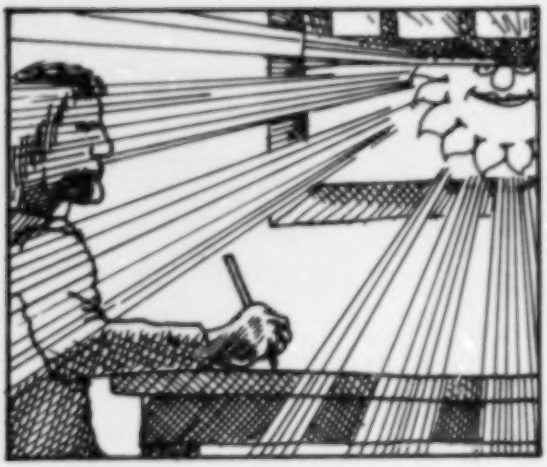
Given a list of furniture, the student will arrange it in a living room.



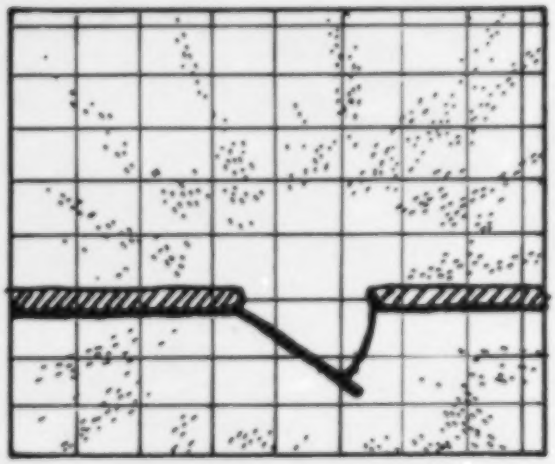
STEP 1 – On the grid sheet given to you by the instructor, draw a living room 20 feet (6.09 m) x 14 feet (4.27 m). Each block on the grid equals 1 foot. Scale: ¼" = 1 ft. (.635 cm ,.3048 m)



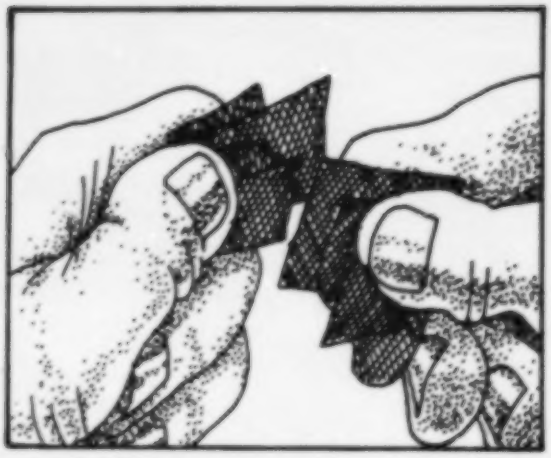
STEP 2 – Using the appropriate symbols, put a fireplace on one 14 ft. (4.27 m) wall. Refer to Diagram 11.



STEP 3 – Using the appropriate symbols, put a large window in the center of the 20 foot (6.09 m) side.

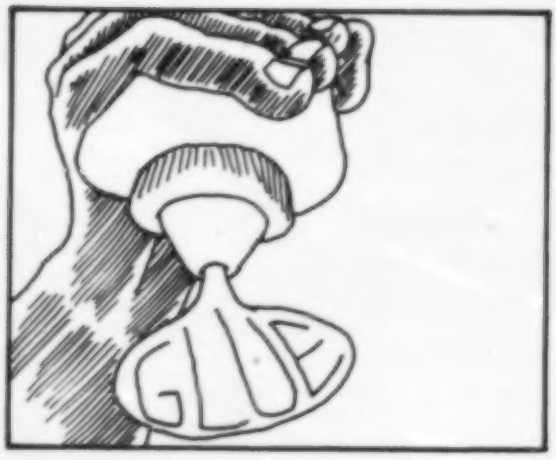


STEP 4 – Locate the outside front door and another door which goes into a hall. Use appropriate symbols.



STEP 5 – Locate and clip the following furniture from Diagram 12.

Conversation area – sofa, end tables, 2 small club chairs
Reading area – comfortable large club chair, small table for lamp, shelves for books



STEP 6 – When you have decided on an arrangement, glue them in place. (Refer to "Guidelines for Arrangement" in previous section.)

Check Point

1. Is room drawn on grid 20 feet (6.09 m) x 14 blocks in size?
   yes no
2. Are the doors put in place and is the correct symbol used?
   yes no
3. Did you put in a large double window in the center of one 20 foot (6.09 m) wall?
   yes no
4. Is the room balanced? (Large furniture should be on different walls.)
   yes no
5. Is furniture placed in groupings according to purpose it is to serve?
   yes no
6. List other accessories you would like for this room.

■ Follow-up Activities

1. Have students fill out VIEW fact Sheet.
2. From a mail-order housing catalog, figure the cost of the two rooms that were in arrangement study.
3. Plan color harmony for the rooms in arrangement study.
4. Plan arrangement for a living room and bedroom of an apartment.

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142.051-014 INTERIOR DESIGNER (profess. & kin.)

Plans, designs and furnishes interior environments of residential, commercial, and industrial buildings: Confers with client to determine architectural preferences, purpose and function of environment, budget, types of construction, equipment to be installed, and other factors which affect planning interior environments. Integrates findings with knowledge of interior design and formulates environmental plan to be practical, esthetic, and conducive to intended purposes, such as raising productivity, selling merchandise, or improving life style of occupants. Advises client on interior design factors, such as space planning, layout and utilization of furnishings and equipment, color schemes, and color coordination. Renders design ideas in form of paste ups, drawings, or illustrations, estimates material requirements and costs, and presents design to client for approval. Selects or designs and purchases furnishings, art works, and accessories. Subcontracts fabrication, installation, and arrangement of carpeting, fixtures, accessories, draperies, paint and wall coverings, art work, furniture, and related items. May plan and design interior environments for boats, planes, buses, trains and other enclosed spaces. May specialize in particular field, style, or phase of interior design. May specialize in decorative aspects of interior design and be designated INTERIOR DECORATOR (profess. & kin.)